



**The Role Of Choral Conducting Training In The Self-Education Of The Music
Teacher**

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ABSTRACT

The relevance of the study is dictated by the need of modernization of professional education system in Russia. The study focuses on the problem of equipping future teachers-musicians in the high school with culture of self-education as a necessary quality of a modern specialist in the field of music, which allows you to raise permanently the level of professionalism and pedagogical skills, to build competence and to develop internal reserves of the person.

The authors identified the functions of musical-pedagogical self-education, marked the pedagogical principles of the process of forming the culture of self-learning in choral conducting training of the future teacher-musician. By the characteristics of the content of the choral conducting disciplines, conditions and forms of their development, the possibilities of choral conducting training are set out. The pedagogical potential of the choral conducting disciplines is enclosed in the following provisions:

- integrative connection of the subjects of choral conducting cycle in five areas of vocational training of future teacher-musician: theoretical, technological, research, performing, teaching;
- a wide range of classroom and extracurricular forms of organization of the choral conducting education of a teacher-musician;
- real conditions of professional practice of the teacher-musician, enabling to perform multi-functional teaching and professional activities of the student;
- a significant proportion of independent work of students, contributing to the formation of experience of self-education of a teacher-musician.

Keywords: self-education, culture, self, teacher and musician, conducting and choral discipline.



1. INTRODUCTION

Professional success of any specialist, including the teacher-musician can not only depend on educational base, acquired over years of study. There should be the possession of a culture of self-education in professional arsenal, allowing to increase the level of professionalism and pedagogical skills, to increase competence, to develop the internal resources of the individual.

Professional training of a teacher-musician has very strong specifics: first, it is an appropriate pre – college level of music training (primary professional or secondary professional musical education), allowing to carry out teaching of the teacher-musician in the University; second, the multi-disciplinary training of the future teacher-musician, which is determined by their future professional activity (constructive, musical performing, communicative and organizational, research and individual style of activity); third, it is the integrative nature of professional competence of the teacher-musician, combining a set of common cultural, professional and special competences. High requirements to the level of professional education of the teacher-musician, professional specifics, the modern understanding of the teacher-musician as the subject, who is able to educate himself continuously in all stages of professional socialization, from higher education, actualizes possession of a culture of self-education as the most important point of professional competence of a specialist in the field of music education.

2. THE METHOD

At the general scientific level systemic and holistic approaches are identified as the methodological platforms of the research, which allow us to explore such areas as education and culture. The study is based on the conceptual ideas of self-education and self-development in the educational process (V. I. Andreev, 2008; N. M. Minyaeva, 2011) which allow us to investigate changes in the process of building a culture of self-education of the teacher-musician. The theoretical basis is made up of pedagogical and musical-pedagogical works, encompassing theory of musical-creative development of personality and training of the future teacher-musician (E. B. Abdullin, &E. V. Nikolaeva, 2011; Z. M. Yavgildina, 2007); studies on the problems of choral



conducting education (O. V. Gribkova, 2010; V. L. Zhivov, 2003; S. A. Kazatchkov, 1998).

3. RESULTS

The student years is the general period of the formation of person and of the whole personality- it is a period of artistic, creative, scientific research and achievements, it's time to active socialization of a person as a future professional. The period of student years in a human's life is characterized by a professional orientation, formation of a sustainable attitude towards their chosen profession, which largely determines the awareness and the independence in managing their learning and professional activities. The culture of self-education of a teacher-musician is a system of professional education and personal development of the teacher-musician. The structural composition of culture of self-education of teacher-musician is determined in the form of interactive value-motivational, cognitive-operational control and reflexive components (Dyganova E.A.&Yavgildina Z.M., 2015; Dyganova E.A. &Yavgildina Z.M., 2016).

Based on the idea that already formed culture of self-education of the musician is the final result of mastering the system of musical-pedagogical self-education by the student-musician, so the areas of self-education of the teacher-musician were revealed: educational, psychological-pedagogical, methodical, musical, special (G. N. Akbarova, A. E. Dyganova, Z. M. Yavgildina 2016).

Each of the areas of musical-pedagogical self-education is characterized by a broad "educational field" and performs the following functions: compensation for shortcomings of the basic music education; addition and, deepening, extension and systematization of basic music, music-teaching and special education; understanding of the best practices of work and his own independent activity; the formation of individual style of professional activity; self-knowledge and self-improvement.

Considering the creation of a culture of self-education of the future teacher-musician in the mastering of choral conducting subjects, it is necessary to identify the *pedagogical principles*, the implementation of which will allow the management of this process.

The principle of consistency. The presence in the content of education of the teacher-musician of a number of subjects (choral conducting disciplines, pedagogical disciplines, musical-theoretical discipline, etc.); multi-directional aspect (theoretical,



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technological, research, performing, teaching directions) and the diversity of forms of organization of the choral conducting training cause the need for a systematic organizing of training of the student-musician: the structuring of educational and professional material of the choral conducting subjects with embossed symbolizing of intra-subject and inter-subject relations; pointing out the leading concepts and categories in the material studied; the establishment of their relations with the other concepts and categories (causal, functional, emotional, intonation, etc.), revealing their genesis, etc. *Scientific principle* requires that the content of vocational education should be scientific, that reflects the current state of the situation in the sphere. In accordance with this principle, in the process of training of the teacher-musician it is important to form the logic of scientific thinking and to equip the future specialists with elements of scientific organization of professional work.

In the process of training a culture of self-education of the future teacher-musician it should be used *the principle of focus of the learning process on a comprehensive and harmonious development of a student's personality*. The profession of a teacher-musician and is very universal, so, on this basis, the professional training of a future specialist and student's musical-pedagogical self-education is intended to develop all kinds of professional activities, as well as to develop the intellectual, volitional, emotional and moral spheres of the individual student, which together will create a professional culture of a teacher-musician.

Principle of consciousness and autonomy involves the formation of installation on the awareness of the student's career goals and of significance of his educational and professional activities that will motivate him to self-education; developing skills to self-management of his learning-cognitive activity (planning, self-estimation, self-control, self-regulation); the development of such personal qualities as will, responsibility, training and professional discipline.

Conducting and choral training of the future teacher-musician at the Kazan Federal University is based on classical training of the choral conductor, taking into account the specifics of vocal and choral activities in secondary school.

The complex of conducting and choral disciplines includes the following subjects: Choral class and practical work with the choir, Class of choral conducting and reading



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choral scores, Choir study, History and theory of choral performance, Choral arranging, Music teaching practicum: vocal and choral.

The main objective of the training and education of student musicians in the studying of the lecture courses "Choir study" and "History and theory of choral performance" is to develop in music students a substantive theoretical and methodological framework of knowledge, research and analytical skills. The content of the subjects covers the history of choral culture, the theoretical issues of chorus art, history, conducting and choral performance, the main problems of conducting and choral practice, methods of vocal and choral work, including methods of working with the children's choir.

The construction of the educational process is based on the problem-activity method of teaching. In the process of learning the basics of the organization of the activities of a choir, methodology of work with it, development of choral education, choral performance and music mass choral education, the student compares, traces the evolution. While studying the courses special attention is paid to formation of skills for application of acquired knowledge in creative and research work, to development of skills of independent work with information (text, sheet music, acoustic, visual) material. While attending the lecture courses the student studies theoretical sequence of the process of independent work with the choir.

We'd like to note that a significant proportion of the content of theoretical subjects is studied by the student - musician in the process of extracurricular independent work. The results of the work are presented in the form of written annotations for vocal and choral composition, essay, research project, scientific report or scientific article.

"The class of choral conducting and reading of choral scores" is studied by students-musicians in the regime of the individual lessons with teacher and accompanist and at group sessions in the format of vocal and choral practice. The course structure consists of modules: "Learning of a school repertoire", "Choral conducting", "Reading choral scores". The contents includes the theoretical knowledge of the technology of conducting; individual teaching repertoire as a part of the school repertoire (songs for students in grades 1-7) and choral scores with various levels of difficulty in accordance with the course requirements.



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In the result of mastering the discipline a student has already formed bank of the main professional knowledge and skills of conducting and management of choral singing of children and adult performers; readiness to practical work with the choir; using the technology of work on vocal and choral composition; the possession of technologies of self-education of the teacher-musician.

The conditions of studying this discipline allow us to focus selectively the student's attention on individual aspects of choral conducting work: theoretical, operational, technical, teaching, conducting and performing.

During the development of practical subjects, there is a large part of classes, which accounts for the extracurricular work of students. In independent work a student selects the song repertoire for children of junior, middle and senior classes; works beforehand with the school and the choral repertoire. As a training-methodological support, designed to organize systematically the independent work, is a speaking e-course, "The study of school repertoire", implemented in the MOODLE system.

"*Choral class and practical work with a choir*" is a creative laboratory for preparation of musical-pedagogical specialists and a leading discipline in performing (vocal and conducting) training of the future teacher-musician. Here the content of all subjects of conducting and choral cycle is accumulated and actualized.

The classes in choral class are made in the form of rehearsals where the student-musician develops the profession from the standpoint of a singer and a choirmaster. The leading classroom form, when a student -musician plays the role of a singer of the choir, is a Master class. As a pedagogical technology Master-class is aimed at the organization of active educational process, aimed at transferring the experience and professional skills of the teacher.

Implementing training and professional activities as a singer, a student develops vocal-choral and singing-listening skills, that will continue to fulfill two functions: personal knowledge of vocal technique and technology of production and development of the child's voice. You need to pay attention to the fact that the internal motivation of the student for his own development contributes to the development of such professionally necessary abilities and skills as: the formation of the technological thinking of the teacher-musician; the formation of assessment and analytical skills; the development of



skills of control and self-regulation; the development of skills of pedagogical monitoring and diagnostics; the formation of creative independence and artistic will. Working with the choir as a choirmaster, the student acquires choirmaster's and conducting and performing skills. The key to a successful rehearsal work is an independent pre-work of the student-musician with the choral work. In extracurricular work the student, based on the algorithm, step by step learns choral work; forms the project of performance interpretation; develops a plan of rehearsal work.

In the process of choirmaster's work, the student acquires the following professionally essential results: developing skills in project management; research skills development; learning of technology of work on vocal and choral work; formation of communicative skills and abilities; formation of professional-personal qualities.

4. DISCUSSION

The study, been conducted, allowed us to generalize the results of this work and to offer the following provisions for discussion:

- 1) Conducting and choral disciplines are characterized by a close integration. The content of each discipline is represented, in different measure, by the five directions of vocational training of future teacher-musician (theoretical, technological, research, performing, teaching) that allows to manage the process of compensating the shortcomings of professional training, to add, to deepen, to broaden and to systematize the professional experience of the future teacher-musician; to implement educational communications, been studied, with the structural components of a culture of self-education of the teacher-musician; to raise the level of culture of self-education.
- 2) The forms of training of conducting and choral disciplines have a wide range: they are lectures, practical classes, seminars, workshops, individual lessons, classroom and extracurricular forms of independent work of students. It should be noted that each of classroom and extracurricular forms of learning at a certain stage of professional formation of the future teacher-musician has its own advantages, so the efficiency is achieved in case of the rotation of various forms of training or their integrated application. For example, the advantages of the form of individual lessons are to ensure the educational-cognitive activity of the student according to the individual trajectories,



taking into account his individual characteristics: the level of pre-University training, the tempo of work, musical abilities, etc.

3) The development of conducting and choral disciplines in practical classes allows to create conditions so close to the professional practice of the teacher-musician that allows the student- musician to make a "multy-roles" approaches to the facets of the profession of a choral conductor and to be implemented in multi-functional teaching and professional activities. The process of professional training of the future teacher-musician is based on the competence approach, contributing to the formation of professional experience and culture self-education of the teacher-musician.

4) The independent work of a student in the classroom and in extracurricular forms is a leading kind of educational-cognitive activity in learning of conducting and choral disciplines. Modern requirements to the educational process in the University orient students to the systematic teaching- and research work in the preparation of reports and participation in scientific conferences of different status; publications in scientific collections and journals; participate in special contests, themed concerts, musical-educational lectures and festivals, where a preliminary preparation for the main result is carried out in a form of independent work of students.

5. 5.CONCLUSION

1. The functional of musical-pedagogical self-education has been identified.
2. The pedagogical principles of the management of the process under study have been noted.
3. The educational opportunities of conducting and choral studies at the university in creating a culture of self-education of the teacher-musician have been identified.

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