

THE IMPORTANCE OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE SYSTEM OF TEACHING MUSIC STUDENTS

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Abstract: *Music-theoretical disciplines are the basis of professional training of music students of all specialties, which determines the relevance of studying the content of professional training of a specialist. The article substantiates the role of modern pedagogical technologies in teaching the course of analysis of musical works in higher school, focused on the formation of practical skills. The professionalization of the content of independent work and its organization in the process of teaching this discipline is considered. The importance of mastering the analysis of musical works in the formation of a specialist, the formation of his professional competence, preparation for the competent performance of their professional functions is emphasized.*

Keywords: *modern pedagogical technologies, analyzing musical works, higher education, independent work, professional competencies, interactive learning.*

The state of higher education is currently determined by the need for constant modification of the educational process. The main purpose of this modification is to ensure the training of qualified personnel in the conditions of changing requirements. Modernization, as the next milestone in the development of higher education, is designed to bring in line the challenges of the time, forming the public demand for improving the quality of education with the real and prospective opportunities of higher education institutions. Therefore, the urgent need of the time is the problem of educating young people, including music students as creatively active, independently thinking and widely erudite individuals.

Accordingly, the main goal of modern education is to create a system that provides the educational needs of each student in accordance with their aptitudes, interests and opportunities, which is possible on the basis of developing methods of developing students' abilities through the synthesis of modern pedagogical and information technologies.

Speaking about pedagogical technologies, it should be noted that in modern pedagogical science the definition of “pedagogical technology” is applied quite widely. Despite the abundance of differentiations regarding the phenomenon of “pedagogical technology”, it can be stated that under pedagogical technology should be understood a pedagogically sound process of achieving guaranteed, potentially reproducible results, as well as a certain algorithm of interaction between the teacher and students to achieve the planned learning objectives.

When using pedagogical technologies in the sphere of music-theoretical disciplines, there are inherent features. Accurate, adequate application of the developed technologies by music teachers is not always possible, because their activity is polyvariant in essence, always has a creative character and depends on the conditions of this or that task. Among the conditions determining the success of technology application, it is necessary to include: psycho-physiological characteristics of students, including their musical abilities, temperament, character, age features. No less important factor is the psychological microclimate in the relationship between teacher and students, the ability of the teacher to establish contact with students, mobilize, correctly orient them and lead them.

Pedagogy uses a large number of pedagogical technologies. The most famous of them can be applied in music-theoretical disciplines, for example, in the course of analyzing musical works.

The course of analyzing musical works plays an important role in professional music-pedagogical education. It is he, in parallel with the study of music history, gives the freedom to understand different style layers, currents, individual author's style, deepens and expands the range of knowledge and, therefore, contributes to the spiritual, cultural and professional growth of future teachers. Analysis of musical works is a theoretical basis for creative practice and contributes to the development of the ability to "listen" to music, understanding the internal formation of its content through the form, awareness of the process of formation of musical images. The resulting purposeful organization of musical perception gives an opportunity for competent comprehension and analysis of a musical work, as opposed to only emotional-subjective experience and listening to music. This course has significant opportunities in the development of creative potential of students, the formation of their skills of independent thinking. And it is the full development of the individuality of the student, his independent creative thinking should be one of the fundamental principles of the methodology of teaching the subject of analysis of musical works.

The course "Analysis of Musical Works" for students of performing departments includes lectures, practical and seminar classes, as well as independent work of students. This discipline consists of two main sections: thorough study of basic musical forms (vocal, choral, instrumental music); practical analysis of musical works of various forms and genres. The theoretical part contains: lectures, seminars, independently prepared reports on the theoretical topic proposed by the teacher, control surveys in oral and written form, test surveys. The practical part contains: a complete analysis of the work with independent preparation in oral form and in the form of a small analytical etude in writing, analysis of the structure of the work with independent preparation and without preparation, analysis of the form by ear (without musical text), selection of musical examples on various themes. The acquired theoretical knowledge should be used by the student in practical work on the analysis of musical works in their performing activity and be able to perform structural analysis of various musical forms, based on a specific plan.

Tasks offered to students for independent work, provide for both reproductive activity (studying theoretical material in the academic literature and answering questions, solving problems on the construction of various elements of musical language autonomously and in context, repetition of educational material) and problem-seeking - performance of analytical and creative (composing music) tasks, drawing up schemes and tables on some topics of the course.

All tasks for classroom and independent work are aimed at the formation of general cultural and professional competencies, understood as the ability to apply knowledge, skills and personal qualities for successful activity in the field of didactics.

In accordance with the requirements of the modern educational process, traditional teaching methods are combined with classes that are conducted in interactive forms: auditory analysis, game situations, discussion, creative assignments, work in small groups. The study of this discipline broadens the musical outlook, enriches the general cultural level of the musician, contributes to the development of professional skills, stimulates the development of artistic taste and sense of style. In addition, it develops a conscious attitude to the text of the studied work, helps to penetrate more deeply into the composer's idea, and also develops the ability to independently assess the phenomena of art, stimulates the independence of professional, scientific-aesthetic and musical-theoretical thinking. The student acts as an active element of the teaching system. This is manifested through the assimilation of theoretical provisions of the discipline in active types of musical activity: auditory analysis, composing. The process of interactive learning involves the organization of the above activities, the formation of the student's skills of aural self-control, independence and creativity in the performance of tasks. The main task of the teacher during the course is to be able to maximize the development of musical thinking of the student, to cultivate the desire for self-education, self-improvement of his professional level.

A modern teacher must master not only the basic methodology of teaching the subject, but also special methods, knowledge of technology and the ability to apply them in the educational process. It is possible to practice the introduction into the educational process of a certain technological system that integrates several technologies, clearly outlining the goals, objectives, methods of teaching and education, a certain algorithm of actions from lesson to lesson. It is important that it has clearly defined parameters, but at the same time it does not turn into a stencil and allows the teacher to choose the necessary technologies, ways and methods of teaching.

Thus, the choice of teaching technology of the future specialist - musician depends on the planned direction of education development.

Of course, modern pedagogical technologies do not claim to be universal and will not completely replace the traditionally established forms of training, but can significantly increase the level of formation of cognitive activity of future teachers in

the field of musical art. The use of modern educational technologies, active forms and methods of teaching in the educational process changes the motivation for learning, as future specialists more often attend such classes and, as our study showed, show high cognitive activity, unmotivated involvement in educational and practical activity and increased interest in it.

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