STRUCTURE OF SELF-EDUCATION OF MUSIC TEACHERS IN POSTGRADUATE EDUCATION

© I. Dubrovina

The article outlines the problem of continuing education of teachers in the current system of postgraduate education. It reveals the structure of self-education of teachers; an implementation algorithm of self-education activities of teachers is outlined, and the category of "problem" is analyzed as a scientific problem. The levels of self-education of teachers in postgraduate education are defined. The criteria for self-education skills of a modern teacher are analyzed. The process of mastering the structure and content for self-education
Keywords: *self-education activities, structure, activity, problem, the system of postgraduate education*

В статті окреслено проблеми безперервної освіти вчителів у сучасній системі післядипломної освіти. Розкрито структуру самоосвітньої діяльності вчителів, розглянуто алгоритм здійснення самоосвітньої діяльності педагогів, проаналізовано категорію "задача". Визначено етапи самоосвітньої діяльності вчителів в системі післядипломної освіти. Проаналізовано критерії самоосвітніх умінь сучасного вчителя. Розглянуто процес засвоєння структури та змісту самоосвітньої діяльності
Ключові слова: *самоосвітня діяльність, структура, діяльність, задача, система післядипломної освіти*

1. Introduction

Self-education is based on self-knowledge and self-learning processes, evolving in an independent cognitive activity, ensuring its parallel support. One of the dominant characteristics of human individuality rights is his/her creative independence on the basis of which "…a creative activity is formed when changes are made to the implementation of the action compared to a given sample or the means of activities. Independence is reflected in the fact of finding something new in a different way. Creative independence is shown when a teacher masters new knowledge and assimilates new skills" [1].

On the one hand, self-education activities of a professional are defined by the presence of a clear conscious goal to update theoretical and practical knowledge, improve skills, and the other – an independent orientation of a person in the world of information and communication technologies, in the selection of the priority of knowledge from large amounts of information. To be able to study is one of the primary competences of a teacher, which means to be able to study, cognize and create oneself. Such self-education competence promotes a teacher's self-regulation in accordance with the typology of vocational and educational problems and their didactic purpose.

2. Literature review

Structure of self-educational of music teachers are closely linked with the constant creative search. Synthesis of creativity and artistic self-education creates conditions for renewal of pedagogical professionalism of a teacher, his self-realization and improvement of value orientations.

K. Zavalko, I. Zyazyun, V. Kovalchuk, believes that a prerequisite for a music teacher personality self-improvement is self-educational activities. That is why the question of its formation, development and activation is the subject of scientific researches and the object of relevant discussions, had by many scientists [2], who try to characterize the category of "artistic self-education of music teachers" [3]. After the scientists' researches having been analyzed, we define the concept of " structure self-education of music teachers" as an independent, voluntary, self-organized and purposeful activity, based on a self-reflection of one's own professional activity and dynamic development of cultural and aesthetic self-consciousness, which is a variable qualitative component of an artistic perception and empathy, derived from aesthetic contacts and aimed at the acquisition of new sensory-evaluative experience, which is necessary to perform professional activities [4].

Self-education depends on a number of circumstances, primarily on the pedagogical environment in which a teacher works; his personal qualities, the level of general education are also very important in scientific periodicals: "European Science Review" (2015), "In Situ" (2015), "Austrian Journal of Humanities and Social Sciences" (2014), "Universum" (2013). Therefore, in order to realize one's own potential actively, consistently and fully, a teacher needs to master the components of self-education: to design those professional and pedagogical tasks that can match the didactic objectives of the harmonious development of students; to enrich one's own associative thinking by the synthesis of interaction with other kinds of art; to model and improvise pedagogical situations; to combine different methods in the classroom which promote the atmosphere of creativity; to develop series of creative tasks to enhance students' cognitive activity aimed at the formation of their musical competences; to apply various professional roles in accordance with the kind of musical activity.

The analysis of scientific researches of A. Gromtseva, B. Raiskyi proves that self-education arises as a necessity in dealing with independent cognitive, vocational and educational problems as perception of new information, adapting to the challenges of time, which makes the information society of the XXI century pose for the personality of a teacher. This corresponds to the inner human need to be competent in the field of new time di-

mensions when an individual wants or needs something to learn, understand, decide or realize by oneself.

3. The purpose and objectives of the research

Considering the category of "*problem*" in the psycho-pedagogical science, we note that this term is used in different meanings: the problem correlates with the aim which is going to be achieved; a certain task; a method of teaching (in didactics), a situation that requires some action of a subject (in psychology, pedagogy), etc.

4. Certain aspects of the "aim" of psychological and pedagogical studies

Guided by the multidimensional analysis of the term "problem", we consider it is necessary to define the main approaches to understanding its relevance to our study:

1) The "*self-education – a problem – an object/a subject*" principle denotes the object of a cognitive activity and the subject of its self-government (in adult education a teacher is both an object and a subject).

2) The "*self-education – a problem – a situation*" principle requires of a teacher to implement practical actions in an independent career. The action is subjected to the method, motivation, certain factors (external and internal) and a goal. This concept defines the situations which require of a teacher some special actions to achieve personal and professional self-education goals.

3) The "*self-education – a problem – a result*" principle is based on the development of the entire human mental activity when self- education is either a result of one or a subject of another mental operation.

4) The "*self -education – a problem – self-actualization*" principle describes the complete self-realization of a human and creativity.

Under the category of "problem" S. Angelovska understands the object of an intellectual activity that contains a specified condition and requirements of a conversion or answers the questions while making a decision or finding conditions that allow to open relationships between its known elements [5].

To our mind, self-education teachers' tasks are the inner desire to meet their cognitive needs, motifs or interests and making a plan for their implementation.

The analysis of scientific researches of I. Aleksashyna, J. Kulyutkina, N. Tulkibayeva, A. Usov showed that the problems which are solved in the process of self-education are informative and have the following fundamental difference – they are formed by a teacher after he or she becomes aware of contradictions, gaps, a discrepancy between his or her current knowledge and necessary one to his or her own level of skills and they serve as a driving force that helps overcome the difficulties of self-education [5].

The same situation in self-education can be solved by the variability of vocational and educational problems that is why we consider the structure and content of self-education as the solution of separate cognitive tasks. A professional and pedagogical task of a teacher is considered from the standpoint of internal and external factors of self-education activities. In order to investigate the structure and content of the self-education as an action of a problem solving process, we used the algorithmic approach.

The essence of this approach is as follows. Since the self-cognition is done by means of intelligence and improved along with mental human development [1], the basis of a problem solving process is a mental activity, an implementation of which leads to the cognition of the content of a phenomenon or an object and mental self-training. That is why mental acts can be divided into searching (heuristic) and reproductive-performing (algorithmic). The usage of the algorithm in the implementation of self-education ensures compliance of actions, operations and maintenance of a rational sequence, but heuristics ensures mostly an intuitive implementation of an activity or some of its actions.

The algorithm controls the process of problem solving; heuristics forms a general strategy for the efficient search for solutions. These two forms are interrelated, as a heuristic search is typical for any solution. Intuitive and analytical types of thinking are connected with heuristics and the algorithm. An analytical thinking implies a clear understanding of certain actions, their verbal expression, an understanding of certain operations.

A clear allocation of actions is absent in an intuitive thinking, its main aim is to "minimize" the perception of the whole problem. A human receives a response without realizing the process solution itself. Unconsciousness is characterized by the absence of conscious perception of the problem.

The algorithm is the model of an activity description, which was experienced on a certain level. Originating as a form of an activity description at a higher level of cognition, the algorithm then becomes the part of heuristics. This determines the dialectical nature of cognition development, which implies the existence of the unity of opposites and the ascending nature of the learning process. The description in a certain form of teachers' activities in transforming a cognitive problem is considered to be the algorithm of self-education.

Therefore, an algorithmic approach to a problem solving process in self-education provides teachers' activities in the system of post-graduate pedagogical education on the use of ready solution algorithms, the performance of ready activities of the creation process of an algorithm for solving cognitive tasks in certain areas, mastering the structure of the algorithm.

A heuristic approach also provides self-educational activities, based more on the subconscious, intuitive performance of the activity or its separate stages which are characterized by unconsciousness while taking some actions, the logical grounds, the criteria of the action, the results based on self-awareness. Mastering a new activity converts reproductive-performing activities in the search for a realization of new ways of a problem solving process. The capability for an algorithmic approach to solving problems is an evidence of mastering specific knowledge and methods to create conditions for the successful implementation of another type of searching activities [6]. Such an approach in terms functioning allows a structure to be described, exploring key components of self-education.

In psychology, the isolation of the following entities is considered to be normal: work as a process of the subject's activity that matches the motif; an action that corresponds to a particular purpose; an operation that meets the conditions in which it occurs. The main component of the activity is that it is carried out. The action is called "…a process which is dependent on the conception of the results which must be achieved, i. e., a process which is dependent on a conscious purpose" [7].

According to N. Povyakel, an action is a unit of the activity; a deliberate, indirect activity which is aimed at achieving the perceived goal of the activity [8].

The concept of an action as a basis for specific activities was implemented by O. Leontiev, S. Rubinstein, soviet psychologists. The action contains the following parts (operations): tentative, executive and control. While certain actions being taken, new goals can be set as well as the place of an action in the structure of its activity may be changed [4].

O. Leontiev paid attention to the operational aspect of an action which was not determined by its goal, but by objective-subjective conditions of its achievement. An ongoing action corresponds to the task; the task is the goal, established under certain conditions. Therefore, the action has a special "*image of the activity*" and methods with the help of which it is carried out. O. Leontiev describes the methods of the action implementation as operations. Thus, the scientist identifies the activities as relatively independent "*units*" of a human activity, forming its macrostructure.

Stressing that namely "*units*", not "*parts*" or "*elements*" are identified in the activity, A. Leontiev emphasizes the fact that the activity is not an additive process, and he indicates the applicable method for the action analysis of the "*units*", which requires a decomposition of the investigated object to the "*units*" of education, which preserve its specification and are only in the flow of specific activities, rather than "*elements*" of education, losing its content analyzed properties O. Leontiev provides tentative, executive and control parts of an action [8]. Supporting this concept I. Yakymanska marks their tentative and performing functions [9].

M. Tulkibayeva views the structure of an action through the selection of actions and operations that perform two important functions:

1) they change the problem through the assimilation of methods and ways of solving problems;

2) they control functioning of a problem solving process by providing a multi-level planning, analysis, control [6].

Accordingly, an opportunity to highlight transforming and managing components of activities is being created. It includes methods and techniques of external (subject) and internal (personal) parts of activities.

Actions that make an orientation in the vocational teaching situation possible as well as self-cognition and an implementation of decisions are transforming actions. To our mind, these actions provide finding, processing and use information to solve cognitive tasks, and they also allow determining the precise structure of the content of the process of setting and solving them. These include analysis and synthesis, generalization and classification, definitions, proof and refutation, etc.

Controlling actions include actions which ensure the implementation of management. The most important, to our mind, are the operations of planning and control. A controlling action determines (individually or collectively) the objectives and tasks of a cognitive activity, the steps, the plan of taking an action independently, monitors and evaluates its implementation, determines the relevance of cognitive problems, adjusts its content, scope, sequence and execution time.

Based on the activity approach, the achievements in this area of psychology and pedagogy, we determined the structure of self-education of a teacher in the system postgraduate education through the provision of converting and managing actions and operations as a way to take action.

In the known didactic literature, specific types of self-education activities are described as linear structures (A. Gromtseva, A. Zaletskiy, B. Raiskyi, L. Nenasheva, L. Semuschina etc.). An algorithm as a form of a human activity description has a hierarchical structure that includes the implementation of all actions to solve independent cognitive tasks on the basis of selected operations [6].

Based on the analysis of scientific and didactic sources, we outlined the structure of an algorithm for carrying out self-education of music teachers in the system of postgraduate education.

In our opinion, self-education operations are divided into orientation, that is the initial stage of observing the information, selecting a problem (information that is a contradiction between knowledge and ignorance and predicting a possible outcome. Planning conditions and requirements of problems, which are considered to be a separation of a phenomenon, process, object, in order to define something new or unknown, find methods and conditions of an action. Solving a problem which means to outline a problem by its description, defines a purpose and conditions of its achievement. Monitoring compliance with the abovementioned problem goals.

The content of self-education from these positions can be represented by operations and activities carried out as a part of self-education. The basis of the process of assimilation of the structure and content of self-education as a solution for cognitive tasks is to master the operations, comprising the actions of self-education.

The questions about stages of self-education are solved ambiguously in pedagogy. E. Taran believes that "...there are four stages of a self-educational behaviour", linking them to the development of autonomy in the process of self-education. This is the way from an imitation while selecting goals, means and methods of one's self-education, to an increased tendency to subordinate education (goals, objectives, means, methods), targeting self-education" [8]. According to the researcher, an individual reaches the fourth step closer to the finishing an educational institution , professional training courses , mastering such forms of self-education as planning and goal-setting, forecasting and modelling, selection and classification, self-influence, correction, evaluation and self-esteem, self-organization and self-creation.

A. Gromtseva links the stages and levels of self-education: the first stage is determined to be not so dif-

ferentiated by a cognitive interest, the second is characterized by an independent learning activity that focuses on a narrow range of subjects, however, origins and forms of organization are much more diverse, the third phase forms organizational skills, a conscious selection of sources of self-education and forms of its organization [7].

5. The results of the research on the content of self-education, based on andragogic principles

In the context of our research, the approach of E. Serebryanik, a researcher, generates the interest. She distinguishes the following stages of self-education: *stage 1* is preparatory (approximately-projective), in the result of which the level of dissatisfaction with the state of self-education is achieved, the skills of self-diagnosis, goal-setting, planning and evaluation are mastered, a plan (program) of self-education for a certain period is made; *stage 2* is the main (executive) – during this stage quantitative and qualitative changes in Gnostic, operational, motivational, personal components of self-education will take place, developing the ability to self-government; *stage 3* is final (estimable and analytical) – a teacher reaches a high level of self-education, realizes job prospects in the process of self-development, masters subjective features of self-education, self-manages one's own activities [10, 11].

6. Discussion of the results concerning the stages of developing self-educational skills in music teachers

In our opinion, the approach to self-education should be implemented to a mental activity firstly, focusing rather on the level of autonomy in the implementation of activities, the level of certain skills realization (self-education), etc.

As we consider the structure and content of self-education as a solution for professional and pedagogical cognitive tasks, then it seems appropriate in the allocation stage of mastering the structure and content of self-education to apply to the approach, proposed in the studies of M. Tulkibayeva [5]. The allocation stage of forming self-education skills to solve problems is based on the following provisions:

1) an identification of the cyclic structure of the decision process;

2) a classification of actions to implement the decision process and control them;

3) mastering by teachers especially those actions and operations that provide more rapid absorption of skills.

Based on this approach and the results of the research of scientists, the process of learning the structure and content of self-education of teachers in one can be represented as a succession of stages:

1) the stage of perception of self-education as an activity that is required to master the relevant skills, qualities of individuality, self- realization of actual knowledge;

2) the stage of mastering the structure of self-education;

3) the stage of a conscious implementation of activities;

4) the stage of reflecting teaching activities.

The action takes place automatically and is unavailable for self-observation. In the implementation stages of mastering the structure and content of self-education the insight of goals and objectives that will help identify the essential features of the properties and relationships of the phenomenon and create a certain orientation in the study of necessary information should be ensured. Initially, these actions are exploratory by nature, and they are a preliminary indication of movement toward set goals and objectives. Then, self-education actions are aimed at screening and "modelling" of material on various grounds, the allocation of data and information that are grouped around goals and objectives and ways of achieving them.

7. Conclusions

Thus, self-education actions are aimed at understanding the investigated information that already exists in the experience of self-education of adults. These actions are organized and directed to achieve didactic goals, solve the professional and pedagogical problems and challenge difficulties arising from a teacher's pedagogical reflection in the algorithm of the implementation of a structure of self-education in teaching practice.

References

1. Pedagogichnyj slovnyk [Text] / M. Yarmachenka (Ed.). – Kyiv: Pedagogichna dumka, 2001. – 516 p.

2. Zavalko, K. Self music teacher: Theory and Technology Monograph [Text] / K. Zavalko. – Cherkasy: Ed. from. CNU named after Bohdan Khmelnytsky, 2013. – 274 p.

3. Zyazyun, I. Pedagogy good: ideals and realities [Text] / I. Zyazyun. – Kyiv: AIDP, 2012. – 312 p.

4. Kovalchuk, V. On the objective conditions and factors upgrading training modern teacher [Text] / V. Kovalchuk; T. Bilenko, B. Keming, M. Chepil et. al. (Eds.). – Chelovekovedcheskih Studio: Collected Works Drogobytskyy State Pedagogical University named after Ivan Franko. – Drogobich: Measurement, 2004. – Issue 9. – P. 192–196.

5. Angelovskaya, S. Samoobrazovatelnaya deyatelnost obuchayushhyxsya s pozycyj nepreryvnogo professyonalnogo obrazovanyya [Text] / S. Angelovskaya. – Dopolnytelnoe professyonalnoe obrazovanye. – 2007. – № 4 (40). – P. 10–13.

6. Ilyina, Yu. Naukovyj oglyad problematyky uspixu i uspishnosti [Text] / Yu. Ilyina; S. Makarenka, M. Smulson (Eds.). – Aktualni problemy psyxologiyi: Psyxichna teoriya i texnologiya navchannya. – 2009. – Vol. 7, Issue 6. – P. 98–112.

7. Gorskyj, V. Istoriya ukrayinskoyi filosofiyi. Kurs lekcij [Text]: navch. pos. / V. Gorskyj. – Kyiv: Naukova dumka, 1996. – 127 p.

8. Zyazyun, L. Samorozvytok osobystosti v osvitnij systemi Franciyi [Text]: monografiya / L. Zyazyun. – Kyiv–Mykolayiv: Vyd-vo MDGU im. Petra Mogyly, 2006. – 388 p.

9. Koval, O. Formuvannya muzychno-estetychnyx zdibnostej pershoklasnykiv yak pedagogichna problema [Text] / O. Koval. – Naukovi zapysky Nizhynskogo derzhavnogo pedagogichnogo universytetu im. Mykoly Gogolya. – 1999. – Vol. 2. – P. 99–102.

10. Vagramenko, Ya. Texnologyya yntellektualnogo analyza tekstovoj ynformacyy v bazax znanyj obrazovatelnoj ekspertnoj systemy [Text] / Ya. Vagramenko, R. Fansyhev // Pedagogycheskaya ynformatyka. – 2011. – Vol. 1. – P. 65–70.

11. Babaeva, E. Problemy organyzacyy neformalnogo y ynformalnogo obrazovanyya v otechestvennoj systeme obrazovanyya [Text] / E. Babaeva // Pedagogycheskye nauki. – 2011. – Vol. 5. – P. 9–11.

References
1. Yarmachenka, M. (Ed.) (2001). Pedagogichnyj slovnyk. Kyiv: Pedagogichna dumka, 516.

2. Zavalko, K. (2013). Self music teacher: Theory and Technology Monograph. Cherkasy: Ed. from. CNU named after Bohdan Khmelnytsky, 274.

3. Zyazyun, I. (2012). Pedagogy good: ideals and realities. Kyiv: AIDP, 312.

4. Kovalchuk, V.; Bilenko, T., Keming, B., Chepil, M. et. al. (Eds.) (2004). On the objective conditions and factors upgrading training modern teacher. Chelovekovedcheskih Studio: Collected Works Drogobytskyy State Pedagogical University named after Ivan Franko. Drogobich: Measurement, 9, 192–196.

5. Angelovskaya, S. (2007). Samoobrazovatelnaya deyatelnost obuchayushhyxsya s pozycyj nepreryvnogo professyonalnogo obrazovanyya. Dopolnytelnoe professyonalnoe obrazovanye. Moscow, 4 (40), 10–13.

6. Ilyina, Yu.; Makarenko, S., Smulson, M. (Eds.) (2009). Naukovyj oglyad problematyky uspixu i uspishnosti.

Aktualni problemy psyxologiyi: Psyxichna teoriya i texnologiya navchannya, 7 (6), 98–112.

7. Gorskyj, V. (1996.). Istoriya ukrayinskoyi filosofiyi. Kurs lekcij. Kyiv: Naukova dumka, 127.

8. Zyazyun, L. (2006.) Samorozvytok osobystosti v osvitnij systemi Franciyi. Kyiv–Mykolayiv: Vyd-vo MDGU im. Petra Mogyly, 388.

9. Koval, O. (1999). Formuvannya muzychno-estetychnyx zdibnostej pershoklasnykiv yak pedagogichna problema. Naukovi zapysky Nizhynskogo derzhavnogo pedagogichnogo universytetu im. Mykoly Gogolya. Nizhyn: NDPU, 2, 99–102.

10. Vagramenko, Ya., Fansyhev, R. (2011). Texnologyya yntellektualnogo analyza tekstovoj ynformacyy v bazax znanyj obrazovatelnoj ekspertnoj systemy. Pedagogycheskaya ynformatyka. Pedagogycheskaya ynformatyka, 1, 65–70.

11. Babaeva, E. (2011). Problemy organyzacyy neformalnogo y ynformalnogo obrazovanyya v otechestvennoj systeme obrazovanyya. Pedagogycheskye nauki, 5, 9–11.

Irina Dubrovina, postgraduate student, Department of choreography and artistic culture, Pavlo Tychina Uman State Pedagogical University, Gardening str., 2, Uman, Ukraine, 20300

ОСОБЛИВОСТІ ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ СПЕЦІАЛІСТІВ ПРИ ВИВЧЕННІ «БЕЗПЕКИ ЖИТТЄДІЯЛЬНОСТІ»

© Л. В. Клеценко

У статті розглянуто основні теоретичні питання щодо сутності та змісту формування професійної компетентності при вивченні «Безпеки життєдіяльності», виділено принципи відбору і структурування змісту безпеки життєдіяльності при підготовці майбутніх спеціалістів. Обґрунтовано важливість ціннісної складової у процесі формування професійної компетентності, розкрито основи моделювання ціннісного світогляду майбутніх спеціалістів орієнтованого на формування професійного здоров'я

***Ключові слова:** професійна компетентність, безпека життєдіяльності, майбутні спеціалісти, ціннісний світогляд, професійне здоров'я*

In the article the basic theoretical questions about the nature and content of the formation the professional competence in the study of «Life safety» are considered, the principles of selection and structuring the content of safety by training future specialists are highlighted. It is proved the importance of the value component in the process of formation the professional competence, uncovered the foundation of modeling value outlook of future specialists which is oriented on formation the professional health

***Keywords:** professional competence, life safety, future specialists, value outlook, professional health*

1. Вступ

Сучасне суспільство відійшло від розуміння педагогічної діяльності, як цілеспрямованого процесу надання знань, вмінь та навичок професійної діяльності вихованцям. В умовах сучасної економічної та духовної кризи збільшується значення духовної складової освіти, її розуміння, як процесу передачі ціннісного знання і формування на його основі ціннісного відношення, ціннісної поведінки особистості. На сьогоднішній день, у час появи нових сфер знання, наукових напрямів та нових виробництв, виникає необхідність створення системи вищої освіти, яка б динамічно реагувала на зміни ринку праці, задовольняла різнопланові потреби сучасного суспільства та спрямовувала особистісні інтереси студентів в русло суспільних інтересів та норм.

2. Постановка проблеми

Оскільки головним джерелом мотиву діяльності особистості є потреба, і саме вона породжує інтерес, то для практичної реалізації освітніх вимог сьогодення при формуванні безпеки життєдіяльності слід дбати про її особистісну значимість та розуміння як необхідної привабливої особистісної потреби для кожного студента, не послаблюючи при цьому орієнтацію останнього на задоволення суспільних потреб, тобто суспільно-корисну діяльність. Зважаючи на це, традиційні освітні завдання формування базових професійних компетенцій (знань, вмінь і навичок безпечного виконання професійних обов'язків) для ефективного формування безпеки життєдіяльності недостатні, їх необхідно поєднувати з елементами всебіч-