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MODERN PEDAGOGICAL TECHNOLOGIES IN THE PROCESS OF MUSIC EDUCATION OF SCHOOLCHILDREN

Abstract. The article focuses on the analysis of the implementation of innovative educational technologies in higher art education in Ukraine in the context of its modernization and adaptation to the requirements of the modern information society. In the modern world, when information technologies penetrate all aspects of human activity, the education system must meet new challenges and prepare specialists who are able to function in a dynamic cultural environment, use the latest technologies and be competitive in the global labor market. Higher education, in particular in the field of art, must undergo significant transformation, given the rapid development of information and communication technologies (ICT), which open up new horizons for learning.

Modern approaches to organizing the educational process should be aimed at developing not only professional but also personal qualities of students, such as critical thinking, creativity, and the ability to work independently, which are necessary in a globalized world. Therefore, the use of such innovative teaching methods as problem-based learning, game modeling, case technologies, project activities and suggestive learning is important.

Each of the above approaches has its own characteristics and effectively contributes to the development of important competencies in students. For example, problem-based learning stimulates analytical thinking, the ability to solve complex situations, game modeling develops strategic and creative-analytical thinking, and case technologies help to apply theoretical knowledge in practice. Project-based learning methods allow students to work in a team, teach them self-organization and adaptation to change, and suggestive learning contributes to the development of psychological resilience and self-confidence.

An important aspect is also the introduction of information and communication technologies (ICT), which allow for active learning through online platforms, the creation of virtual learning environments and provide opportunities for distance education. The use of such technologies expands the possibilities for individualizing learning, provides access to new forms and learning resources, thus creating favorable conditions for more effective training of future specialists.

The systematic implementation of these innovative technologies has a positive impact on the quality of education, contributes to the development of professional and personal competencies of students, which makes them ready for the challenges of the modern cultural space.

Keywords: higher education, art education, innovative technologies, information and communication technologies (ICT), national culture.

СУЧАСНІ ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ В ПРОЦЕСІ МУЗИЧНОГО ВИХОВАННЯ ШКОЛЯРІВ

Анотація. Стаття присвячена аналізу впровадження інноваційних навчальних технологій у вищій мистецькій освіті в Україні в контексті її модернізації та адаптації до вимог сучасного інформаційного суспільства. У світі, коли інформаційні технології проникають у всі аспекти людської діяльності, система освіти повинна відповідати новим викликам та підготувати фахівців, здатних функціонувати в динамічному культурному середовищі, використовувати новітні технології та бути конкурентоспроможними на глобальному ринку праці. Вища освіта, зокрема в галузі мистецтва, має значно трансформуватися, зважаючи на швидкий розвиток інформаційно-комунікаційних технологій (ІКТ), які відкривають нові горизонти для навчання. Сучасні підходи до організації навчального процесу повинні бути спрямовані на розвиток не лише професійних, але й особистісних якостей студентів, як-от критичне мислення, креативність, здатність до самостійної роботи, що є необхідними за умов глобалізованого світу. Тому важливим є застосування таких інноваційних методів навчання, як проблемне навчання, ігрове моделювання, кейс-технології, проєктна діяльність та сугестивне навчання.

Кожен зі згаданих підходів має свої особливості та ефективно сприяє розвитку важливих компетентностей у студентів. Наприклад, проблемне навчання стимулює аналітичне мислення, уміння розв'язувати складні ситуації, ігрове моделювання розвиває стратегічне і творчо-аналітичне мислення, а кейс-технології допомагають застосовувати теоретичні знання на практиці. Проєктні методи навчання уможливлюють студентам працювати в команді, навчають їх самоорганізації та адаптації до змін, а сугестивне навчання сприяє розвитку психологічної стійкості та впевненості у своїх силах.

Важливим аспектом є також упровадження ІКТ, які допомагають здійснювати активне навчання через онлайн-платформи, створення віртуальних навчальних середовищ і надають можливість для дистанційної освіти. Використання таких технологій розширює можливості для індивідуалізації навчання, забезпечує доступ до нових форм та ресурсів навчання, створюючи таким чином сприятливі умови для більш ефективної підготовки майбутніх фахівців.

Системне впровадження цих інноваційних технологій має позитивний вплив на якість освіти, сприяє розвитку професійних і особистісних компетентностей студентів, що робить їх готовими до викликів сучасного культурного простору.

Ключові слова: вища освіта, мистецька освіта, інноваційні технології, інформаційно-комунікаційні технології (ІКТ), національна культура.

INTRODUCTION

The problem formulation. In the current conditions of globalization, digital transformation and rapid development of innovative technologies, a profound transformation of all spheres of social life is taking place, including the educational sector. The active introduction of information and communication technologies into the educational process necessitates a rethinking of traditional approaches to the organization of higher education. These trends are becoming a challenge for national educational systems, but at the same time they open up new opportunities for the modernization of the educational environment, in particular in the field of art education.

The relevance of the study is due to the need to ensure that educational technologies meet the requirements of the information society, as well as the task of forming a competitive, creative and innovatively active specialist. The modern labor market increasingly requires specialists who not only possess professional knowledge, but are also capable of critical thinking, interdisciplinary cooperation, integration of artistic practices into new technological contexts, as well as the creation of a cultural product that is relevant both at the national and international levels.

In the context of reforming the higher education system of Ukraine, its integration into the European educational space and the introduction of a competency-based approach, the issue of updating the content and forms of organizing the educational process is of particular importance. The introduction of innovative educational technologies that meet modern pedagogical concepts and take into account the individual educational needs of applicants is a necessary condition for the qualitative transformation of art education.

Thus, the systematic and conscious use of innovative educational technologies is a key factor in the effectiveness of training creative specialists in the field of art. This allows not only to optimize the educational process, but also to activate the motivation of students, promote the development of their creative abilities and the formation of professional competencies necessary for successful implementation in the modern cultural space. Over the past two decades, information and communication technologies (ICT) have become an integral element of the educational process in higher education institutions (HEIs) of Ukraine. The growing number of publications indicates the increased interest of the scientific community in the issues of digitalization of education, its effectiveness, the challenges of implementing ICT and their impact on the quality of specialist training.

Analysis of recent research and publications. Analysis of scientific works by Ukrainian researchers (in particular, N. Bakalets, O. Spirin, N. Morse, Yu. Treshchenko and others) shows that the key areas of research are the theoretical and methodological foundations of digitalization of education. The publications emphasize the need to create a single digital strategy for higher education institutions that integrates pedagogical and technological approaches (Bakalets, 2022).

O. Spirin substantiates the concept of digital competence of teachers and students as a prerequisite for the effective implementation of ICT. A large number of studies are devoted to the practical aspects of analyzing the implementation of learning management systems (LMS), distance learning platforms (Moodle, Google Classroom, Zoom), as well as the use of augmented and virtual reality. In particular, the works of N. Morse explore the effectiveness of using

online tools in the formation of key competencies of students. The works of Ukrainian scientists M. Demchyshyn, O. Komarovska emphasize the uneven provision of higher education institutions with material and technical resources, the low level of digital literacy of teachers, as well as the legal and ethical risks of using digital platforms. In addition, the deficit of high-quality educational content in the Ukrainian language and the need to adapt existing ICT to the educational realities of the country are noted.

In scientific discussions, a tendency is observed to rethink the role of ICT not only as a tool to support the educational process, but as a factor in the transformation of the educational paradigm. The potential for the development of adaptive learning, personalized educational trajectories and the integration of artificial intelligence elements is noted.

Thus, Ukrainian research highlights both achievements and problematic aspects of the implementation of ICT in the field of higher artistic education. The vast majority of authors agree on the need for state support for the digitalization of education, a systematic approach to the training of ICT-competent teaching staff and the development of national digital educational platforms.

THE PURPOSE OF THE RESEARCH

The purpose of the study is to analyze and generalize modern teaching technologies that can be effectively applied in the process of modernization of higher art education; determine their role in the formation of professional competencies of future artists; and also reveal the possibilities of adapting the educational process to new socio-cultural and information conditions. Special attention is paid to the integration of innovative methods, digital tools and interdisciplinary approaches that contribute to the qualitative renewal of the content and forms of art education in accordance with the challenges of the modern world.

RESEARCH METHODS

To achieve this goal, theoretical research methods are used, including analysis and synthesis of research results on the research problem, generalization – to formulate conclusions, forecasting – to determine the prospects for further research.

RESULTS OF THE RESEARCH

One of the fundamental innovative technologies is the technology of problem-based learning. Its essence lies in the creation by the teacher of problem tasks and problem-based explanation of the educational material, which encourages students to actively search for new knowledge and methods of action. The key element of problem-based learning is a problem situation that arises when a student encounters intellectual difficulties and realizes the insufficiency of existing knowledge to solve the task.

There is a whole arsenal of methods and techniques for creating problem situations: The teacher's communication of information containing contradictions between known facts or theories. Perception and comprehension of different interpretations of the same artistic phenomenon, which stimulates critical thinking and the search for one's own interpretation. The use of a set of methods and techniques that consistently lead the student to the awareness of a problem situation.

The effectiveness of problem-based learning increases significantly when combining problem-based presentation of the material with explanatory-illustrative and other active teaching methods. The role of the teacher is to facilitate the process of finding ways and methods for solving a specific problem by the student, providing the necessary support and guidance (Demchyshyn, 2001).

Depending on the degree of independence of students in the process of solving problems, different levels of problem severity are distinguished: Problem presentation method: the teacher outlines the problem and demonstrates ways to solve it, actively involving students in the discussion. Partial search method: the teacher formulates the problem, and students under his guidance independently find ways to solve it, applying original creative thinking. Research method: students independently define the problem, develop a strategy for solving it, obtain and verify the results, which brings the educational process as close as possible to scientific research.

The technology of problem-based learning has a number of positive aspects: the development of critical thinking, cognitive activity, independence, creative abilities, the formation of the ability to see and formulate problems. However, there are also certain disadvantages, in particular, significant time spent on preparing and conducting classes, the difficulty of assessing the individual contribution of students to collective problem solving.

Another powerful tool for the modernization of art education is the technology of game modeling. It involves building the educational process by involving students in a game subordinated to a clear didactic goal. Game modeling of situations and phenomena that are objects of study allows students to actively experience certain professional scenarios, experiment and make decisions in a safe learning environment.

The role of the teacher in the game model is multifaceted: he acts as an instructor who explains the rules of the game, a referee who monitors their compliance, a coach who provides advice and support, and a moderator who directs the discussion and analysis of the results (Komarovska, 2016).

The implementation of the game model of learning usually includes four main stages: Orientation: introducing students to the topic of the game, familiarizing them with the rules and the general plan for its implementation. Preparation for the game: developing a scenario, defining game tasks, assigning roles, and discussing possible ways to solve the problem. The main part: the direct deployment of the game, which may include several stages with

elements of unpredictability and plot twists. Discussion of the game: analysis and reflection of the experience gained at the theoretical and practical levels, evaluation of the achieved results, and conclusions regarding the assimilation of the educational material.

The technology of game modeling includes various types of games, such as imitation games that recreate real professional situations, simulation games that simulate complex processes, business games aimed at developing management and communication skills, and role-playing games where students perform certain social or professional roles.

Game modeling is an effective method of forming the professional competence of future artists, contributing to the development of skills of effective interaction, productive communication with elements of competition, ease, and sincere interest. Communication is the main energy source of the game, enhancing its emotional coloring and the involvement of participants.

Case technology focuses on developing the ability to analyze complex, often unstructured situations, think critically and make informed decisions in conditions of lack of information and limited time. The result of using the case method is the formation of an independent creative personality, capable of finding the optimal way out of a problem situation. The key point of the case method is the student's analysis of a complex situation (case), which reflects a real problem from artistic practice or the educational process. Unlike problem technology, where the problem is often formulated by the teacher, in case technology the student independently identifies and analyzes the problem, looks for ways to solve it.

Work on a project usually includes five main stages: search, analytical, practical, demonstration and final. The main characteristic of project technology is the emphasis on active types of independent work of students (individual, pair, group), and the main role of the teacher is to cooperate with students at all stages of project implementation.

The technology of suggestive learning is based on the use of emotional suggestion in a waking state to ensure super-memorization of educational material. It is based on two objective patterns of memorization: emotionally significant information is better remembered and the existence of a kind of "filter" of attention that lets through interesting information and blocks uninteresting information.

The basis for building intensive training using suggestive technology is the principle of two-dimensional perception of information, which involves the simultaneous perception of both conscious educational material and subconscious suggestions that contribute to its better assimilation. Humanitarian principles are also important: refusal from cramming, learning without fatigue, reliance on interest and deep motivation, presentation of material in large blocks and the possibility of complex problem solving.

The main method of suggestive teaching is relaxopedic teaching, which is based on the interaction of conscious and unconscious components of the psyche in the process of assimilation of information. To achieve a suggestive effect, various suggestive means are used: the authority of the teacher, infantilization (creating an atmosphere of lightness and carelessness), two-dimensional presentation of information, special intonation and rhythm of speech, creating a relaxing state. All these means are aimed at revealing the reserve capabilities of the individual, the basis of which is unconscious mental activity. The complex use of all verbal, external and internal means of suggestion is used.

The predicted results of the use of suggestive technology include the disclosure of reserve memory capabilities, the stimulation of intellectual activity, the formation of readiness for successful mastery of the material, increasing efficiency and reducing fatigue, as well as the intensification of the educational process. Among the advantages of the technology are the high speed of information assimilation, increasing motivation and reducing psychological stress. The weaknesses include dependence on the personality of the teacher and the need for special training.

In the context of the modernization of higher artistic education, modern information and communication technologies (ICT) play a special role. Their implementation is aimed at the formation and development of the intellectual potential of the nation, improving the forms and content of the educational process, using computer-based teaching and testing methods in accordance with global requirements.

Information technologies (IT) provide the solution of applied problems using information processing methods. Interactivity, intensification of the learning process and feedback are the key advantages of these technologies in the professional training of future specialists.

Information and communication technologies (ICT) are the integration of information technologies with telecommunications, media broadcasting and all types of audio and video processing, which allows users to create, access, store, transmit and modify information. ICT is a synthesized complex example of a combination of the latest examples of technology and verbal teaching methods. The introduction of ICT into the educational process opens up new forms of organization and means of knowledge transfer, such as computer modeling, educational and project activities, multimedia and telecommunication technologies, information modeling, computer testing, web conferences, webinars, olympiads, tournaments and competitions.

A feature and advantage of ICT is the calculation of multimedia programs for independent active perception and assimilation of knowledge, skills and abilities by students, which contributes to the development of their autonomy and responsibility for learning outcomes.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The use of various innovative educational technologies is an important factor in the modernization of higher art education, contributing to the development of students' creative potential, the formation of their professional competencies and preparation for successful activity in the modern information space. Their conscious and creative

application, taking into account the specifics of artistic disciplines and individual characteristics of students, is the key to training highly qualified, creative specialists capable of successfully realizing themselves in the modern cultural space. Further research and implementation of innovative educational technologies is a necessary condition for ensuring high-quality and competitive art education in Ukraine.

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