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Gege ZHANG

*PhD student at the Department of
Education and Pedagogy
West Ukrainian National University
Ternopil, Ukraine*

ORCID: <https://orcid.org/0009-0005-6805-8043>

WAYS OF FUTURE MUSIC TEACHERS' COMMUNICATIVE COMPETENCE FORMING

Annotation. Analysis of the scientific literature was fulfilled, which indicated the importance of the communicative competence acquisition by future music teachers since a high level of communication skills positively contributes to the professional and educational mobility of students, the successful adaptation of the individual to the changing conditions of the pedagogical reality, professional self-development and self-realization of the teacher throughout the entire conscious-professional life. The impact of dynamic changes on the development of music education, which includes various musical styles, techniques and teaching methods, is noted. The essential role of students' participation in simulated educational situations, role-playing games, and master classes under the guidance of a teacher, which serves to improve communication skills and understanding of all aspects of communication by musical art students, is noted. Attention is focused on the need for education seekers to use modern information and communication technologies and information resources for mixed forms of education, as the use of online platforms in education will facilitate the communication of future teachers without time and geographical limitations with the help of video conferences, online courses and interactive seminars. Compensation for the development of personal interaction in distance or mixed forms of education is possible with the introduction of a comprehensive model of education that combines virtual reality (VR) and augmented reality (AR) technologies to practice teaching and communication skills using online simulation of learning and interaction in a virtual environment. It has been established that future music teachers should not only impart musical knowledge but also communicate effectively with students, parents, and colleagues during the educational process. To solve these problems, students need systematic training in communication skills. The main ways of forming communicative competencies in the professional activities of future music teachers have been studied, in particular, the participation

of students in training and seminars, interdisciplinary cooperation, and family and community involvement in musical and artistic activities.

Keywords: future music teachers, professional competence, higher education institutions, communication skills, professional development, interdisciplinary cooperation.

Геге ЧЖАН,

*аспірантка кафедри освітології і педагогіки,
Західноукраїнський національний університет,*

Тернопіль, Україна

ORCID: <https://orcid.org/0009-0005-6805-8043>

ШЛЯХИ ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ МУЗИЧНОГО МИСТЕЦТВА

Анотація. Проведено аналіз наукової літератури, в якій зазначено важливість набуття майбутніми вчителями музичного мистецтва комунікативної компетентності. Обґрунтовано, що високий рівень комунікативних умінь позитивно сприяє професійно-освітній мобільності студентів, успішній адаптації особистості до мінливих умов педагогічної дійсності, фаховому саморозвитку та самореалізації вчителя впродовж усього свідомо-професійного життя. Відзначено вплив динамічних змін на розвиток музичної освіти, що включає різні музичні стилі, техніки та методи навчання. Відмічено важливу роль участі студентів у змодельованих навчальних ситуаціях, ролевих іграх, майстер-класах під керівництвом викладача, що слугують для покращення комунікативних навичок та усвідомлення усіх аспектів спілкування здобувачами освіти музичного мистецтва. Акцентовано увагу на необхідності використання ними сучасних інформаційно-комунікаційних технологій, інших інформаційних ресурсів та змішаних форм навчання, позаяк використання онлайн платформ у навчанні сприятиме спілкуванню майбутніх педагогів без часових і географічних обмежень, за допомогою відеоконференцій, онлайн-курсів та інтерактивних семінарів. Компенсування розвитку особистої взаємодії за дистанційною чи змішаною формою навчання можливе через впровадження комплексної моделі освіти, що поєднує технології віртуальної реальності (VR) і доповненої реальності (AR). Це сприяє відточенню навичок викладання та комунікування за допомогою он-лайн стимуляції навчання та взаємодії у віртуальному середовищі. Встановлено, що майбутні вчителі музичного мистецтва мають не лише передавати музичні знання, але й ефективно спілкуватися з учнями, батьками та колегами під час навчального процесу. Для вирішення цих проблем здобувачі освіти потребують систематичного

навчання комунікативним навичкам. Досліджено основні шляхи формування комунікативних компетентностей у професійній діяльності майбутніх учителів музичного мистецтва, зокрема це участь студентів у тренінгах та семінарах, міждисциплінарна співпраця, залучення сім'ї та громади до музично-мистецьких заходів.

Ключові слова: майбутні вчителі музичного мистецтва, професійна компетентність, заклади вищої освіти, комунікативні навички, професійний розвиток, міждисциплінарна співпраця.

Problem statement. In the field of education, especially in the teaching of music, the development of communication skills is crucial for the competence development of teachers. Communication skills of music teachers are improved under the condition of proper socio-psychological forecasting of communication situations in the plane of «teacher - student», «teacher - teacher» and «teacher - head of the educational institution»; the process of planning interpersonal communication from psychological and pedagogical positions; adaptation to the communication situation; management of the communication process in the situation of interpersonal communication, etc.

By systematically developing these communication skills, future music teachers can not only improve their teaching effectiveness but also become more competent in this area, competitive in the labour market, and better prepared for personal growth in the future. Therefore, outlining the ways of forming the communicative competence of future teachers of musical art is currently relevant and necessary, since their implementation in the educational process of higher education contributes to future professional development.

Analysis of the latest research. The analysis of scientific literature shows that communicative competence contributes to the professional and educational mobility of the future specialist, the successful adaptation of the individual to the changing conditions of the teaching reality, and also positively affects the professional self-development and self-realization of the teacher throughout his or her professional life [Maiboroda, 2018, p. 2]. It should be noted that the acquisition of communicative competencies by students of pedagogical higher education institutions is especially necessary for them under the current conditions of global and social changes [Dyachok, 2020, p. 72]. Therefore, it is essential that active learning methods are implemented in the education of students, aimed not only at the development of professional knowledge, abilities, skills and social attitudes, but also at the fact that future music teachers have the opportunity in the class, during the solution of specially created problem situations, to change in a positive direction the personal attitude to one's own life experience, and therefore to the future profession as a whole [Хомynec, 2020, p. 205]. However, in the works of scientists, the ways of forming communicative competence in future teachers of musical art have not been revealed.

The purpose of the article is to investigate the ways of forming communicative competence of future specialists-teachers of musical art.

Presentation of the main material. Today music education is full of dynamic changes involving different musical styles, techniques and teaching methods. Good communication skills, representing a manifestation of communication competencies formed in higher education, allow future music teachers to convey these changes to schoolchildren thanks to the latest effective communication skills. At the same time, through professional training, students must constantly improve their communication skills, increase their ability to express themselves and interact with peers, and thus reach the heights of professional self-realization in communication. A key role is devoted to simulated educational situations, where, under the guidance of a teacher, the communication skills of students of musical art are improved. In such situations, students can practice effective communication with students by participating in various musical scenarios rehearsal and performance preparation to improve their ability to cope with actual teaching.

Conflict situations emerging between teachers and students are possible and should be noted in the process of communicative competencies forming. Emotional tension and other factors complicate the resolution of conflicts in education. Therefore, under such circumstances, the communication skills of a music teacher play a major role in solving them. [Pryma, 2022, p. 68]. Master classes on this topic and training on acquiring communicative competencies, conducted by teachers during the classes can teach students to keep calm and objectivity in disputes through simulated cases and role-playing games. Such activities help teachers to focus and deeply understand all aspects of communication and offer conflict resolution strategies such as active listening, seeking consensus and compromise, which assist teachers to cope with difficulties in the classroom and maintain a harmonious educational environment to improve musical knowledge and pedagogical skills of communication and building a positive social environment.

Successful teachers always strive to maintain good relationships with their students, parents, and colleagues. By learning to build trust, respect, and care, teachers can build strong and long-lasting teacher-student relationships and increase parental involvement in their children's education. It promotes student development and enhances support and collaboration in and out of class.

Professional development training provides a structured learning environment for systematically teaching communication skills. It helps teachers to focus and deeply understand all aspects of communication. At the same time, effective communication is necessary for teamwork. In group activities (involvement of students in choir/orchestra), future music teachers must coordinate teamwork through effective communication and resolve conflict issues effectively to ensure smooth learning and rehearsals.

Education seekers ought to use modern information and communication technologies in their future professional activities because, under the influence of the blended learning approach, educational services are gradually migrating, which over time will lead to the rapid introduction of innovative technologies into the field of education and therefore education into the social field. [Alfimov,

2018, p. 159]. Modern learning methods are mostly implemented online and offline or a combination of the two methods (blended learning).

Nowadays, music teachers can take advantage of online learning platforms and participate in learning communication skills without time or geographical constraints through video conferencing, online courses and interactive workshops. This approach not only saves time and money but also provides a wider exchange of communicative knowledge. Modern information and communication technologies also support the use of various multimedia resources, such as video, audio, animation, etc., to help future music teachers understand and practice communication skills more intuitively.

Currently, Ukraine is going through a difficult period, therefore distance learning or mixed forms of learning are undoubtedly the preparation of specialists for professional activities when students do not have the opportunity to work constantly in classrooms and laboratories, which negatively affects the formation of communication skills [General secondary education of Ukraine in the conditions of martial law and reconstruction, 2023]. This situation also applies to the field of music education. Despite the fact that the specified forms of education are a necessary solution for learning in the current special circumstances of the functioning of Ukrainian society, the lack of personal interaction and practical work in the process of training music teachers also creates a problem for the development of communication skills.

However, distance/blended learning provides flexible and convenient opportunities for training future teachers in higher education institutions, allowing them to master theoretical knowledge and basic teaching methods at any time and in any place. However, such training lacks personal interaction and practical opportunities, which limits the development of communication skills of students. Compensating for this is possible by implementing an integrated learning model that combines virtual reality (VR) and augmented reality (AR) technologies to help future teachers practice teaching and communication skills through online learning simulations and interaction in a virtual environment, thereby providing an educational process with various and effective teaching methods.

In the modern educational process, interdisciplinary integration of educational material has become one of the essential ways of improving the professional competence of musical art students. Interdisciplinary integration not only theoretically enriches learning, but also significantly improves students' communication skills. This is facilitated by the emergence of new technologies, such as artificial intelligence and virtual or augmented reality, which require teachers to play a more active role in the development and implementation of them in the education of students [European Commission 2020. Digital Education Action Plan 2021-2027, 2020]. Accordingly, modern society needs to develop the digital capabilities of teachers [Hrynevych, 2021, p. 349], as well as use artificial intelligence [Shapovalov, 2023, p. 225] and augmented reality technologies and learn how to design and implement digital educational resources [Oleksiuk et al., p. 316; Kanivets et. al., p. 355]. By collaborating in the future with teachers of other related disciplines,

music teachers can broaden their horizons and improve teamwork skills. However, interdisciplinary collaboration also encounters challenges related to coordination difficulties and increased workload; needs, critical thinking, communication in a multicultural environment; the ability to define goals and achieve them; coherence in the actions of teachers, etc. Understanding these issues helps future music teachers to better adjust and optimize their teaching strategies, adapt to different learning environments, and thus increase the flexibility and innovation of their work.

In the process of jointly solving pedagogical problems with colleagues of various specialties, music teachers learn to function effectively in a team, thereby improving their teamwork skills. The experience of such communication significantly improves the communication skills of teachers, their ability to express themselves and communicate in a group of like-minded people to face modern educational challenges. This, in turn, strengthens the sense of cooperation and improves communication skills.

Teachers of secondary schools should emphasize to students that the involvement of families and communities is important in musical and artistic education. By interacting with families and communities, music teachers can not only build a strong support network, but also improve their communication skills and overall educational effectiveness. Involvement of the family and the community can be carried out through the organization of parent meetings and public events, as well as the implementation of public projects, which requires students to have good organizational and communication skills. Such «reciprocity» is considered as an exchange of values, new information, experience, activities and impressions from the influence of subjects on each other, interdependence and interchangeability at the level of individual groups and individuals, as well as the entire society [Bibik, 2020, p. 104; Kravec et al., 2020, p. 189]. Such communication helps to solve many problems in the educational process and promotes cooperation between the family and the school.

In modern music and art education, the development of communicative competence is important for the professional growth of future teachers. Effective communication not only promotes positive interaction with students' parents and colleagues, but also significantly increases the effectiveness of learning. Let's consider the key ways of forming communicative competencies in future music teachers. These are trainings and seminars on professional development, interdisciplinary cooperation, and involving the family and community in conducting classes. Let us describe them:

1. Professional development training (trainings and workshops) offers future teachers' opportunities to acquire and improve basic structured communication skills such as active listening, feedback and formulating opinions. Studying under such programs helps teachers in the future to build productive relationships with students and parents, thereby contributing to the improvement of educational results.

2. Interdisciplinary cooperation improves teaching methods of music and art teachers and communication techniques. Working with educators from other disciplines allows prospective teachers to explore a variety of pedagogical

approaches and strategies, thereby improving their communication skills and teaching effectiveness. Despite its advantages, interdisciplinary collaboration creates challenges such as coordination difficulties and increased workload.

3. Family and community involvement provides a reliable support network for teachers, enhancing their communication skills and overall educational effectiveness. Activities such as parent meetings and community projects allow teachers to build trust and integrate a variety of resources into their teaching.

To improve the effectiveness of communication skills development, teachers should plan their participation in music and art activities, seek specialized training and create effective feedback mechanisms with participants involved in these activities.

Conclusions and prospects for further investigations. Systematic teaching of communication skills is vital for the professional development of music teachers. It is professional and communicative development, interdisciplinary cooperation and family and community involvement in musical art classes that have certain advantages in the formation of students' communicative competence. Educational institutions should implement key ways of forming communicative competencies in future music teachers to improve learning and cooperation models, ensure optimal distribution of resources and strengthen the organizational and communicative abilities of students. Accordingly, improving the methods of developing communicative competence in higher education allows to better achieve educational goals in a dynamic environment and to meet the needs of these specialists in the labour market.

In the future, our research will be aimed at revealing scientific approaches to the formation of communicative competencies among future music teachers in higher education institutions.

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