

INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN THE PROFESSIONAL TRAINING OF THE POP VOCAL ENSEMBLE PERFORMER: METHODOLOGICAL ASPECT

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Abstract. In the fast-evolving domain of music education, the training of pop vocal ensemble performers presents unique challenges and opportunities. This article delves into the methodological aspects of incorporating innovative pedagogical technologies into their professional training. It explores the effectiveness of various modern educational tools, including interactive digital media, virtual reality (VR) simulations, and collaborative online platforms, in enhancing the learning outcomes of ensemble performers. The study emphasizes a learner-centered approach, advocating for the adaptation of teaching methods to align with the digital proficiency and creative needs of contemporary learners. By integrating theoretical pedagogical frameworks with empirical research, this investigation highlights how innovative technologies can promote engagement, facilitate personalized learning paths, and improve vocal and performance skills. The findings suggest that these technologies not only enrich the learning experience but also prepare students for the dynamic demands of the professional music industry.

Keywords: pedagogical technologies, pop vocal ensemble, music education, virtual reality, collaborative learning, digital media, methodological innovation, professional training.

ИННОВАЦИОННЫЕ ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ ИСПОЛНИТЕЛЯ ЭСТРАДНОГО ВОКАЛЬНОГО АНСАМБЛЯ: МЕТОДОЛОГИЧЕСКИЙ АСПЕКТ

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Аннотация. В быстро развивающейся сфере музыкального образования подготовка исполнителей эстрадных вокальных ансамблей представляет собой уникальные педагогические вызовы. В данной статье рассматриваются методологические аспекты внедрения инновационных педагогических технологий в их профессиональную подготовку. Исследуется эффективность различных современных образовательных инструментов, включая интерактивные цифровые медиа, симуляторы виртуальной реальности (VR) и совместные онлайн-платформы, в повышении результативности обучения ансамблевых исполнителей. В исследовании особое внимание уделяется подходу, ориентированному на ученика, и описывается адаптация методов обучения в

соответствии с цифровыми навыками и творческими потребностями современных учащихся. Интегрируя теоретические педагогические основы с эмпирическими исследованиями, это исследование подчеркивает, как инновационные технологии могут способствовать вовлечению ученика в образовательный процесс, оптимизировать обучение и улучшать вокальные и исполнительские навыки. Полученные результаты позволяют предположить, что эти технологии не только обогащают учебный процесс, но и готовят студентов к динамичным требованиям профессиональной музыкальной индустрии.

Ключевые слова: педагогические технологии, эстрадный вокальный ансамбль, музыкальное образование, виртуальная реальность, совместное обучение, цифровые медиа, методические инновации, профессиональная подготовка.

In the context of the current era, the educational process is undergoing radical transformations, based on the principles of an individualized and differentiated approach to learning, providing alternatives in the choice of educational systems and institutional structures, as well as demonstrating significant flexibility and dynamism in the management of educational materials, with subsequent adaptation to changing parameters of the socio-economic environment. This approach, however, is faced with the fading of cognitive interest among students, which “at the current stage of development of the educational process leads to a modification of the level of knowledge and increased tendencies towards the formation of a negative attitude towards the educational process among students of higher educational institutions. This, in turn, emphasizes the relevance of our research project” [1, p. 211].

The explanatory and illustrative didactic model used in higher educational institutions does not provide sufficient stimulation of the analytical activity of students, without providing them with the opportunity for critical analysis and synthesis of information, which limits their ability to determine strategies for solving problematic problems, logical thinking and, therefore, narrows the educational process to level of simple reproduction of the studied material.

In connection with the above, there is a need to revise and implement an innovative approach to organizing the educational process, which would provide opportunities to change the role positions of both students and teachers in the context of educational interaction. In such a scenario, the role of the teacher should be transformed towards a deeper explanation and advisory support for students' research activities. The modern educational system must adequately respond to the intensifying processes of globalization and informatization of society, actively adapt to them, thereby forming a new type of specialists who are able to independently search, process, analyze and effectively use information. The issue of technologization of the educational process at the present stage is particularly relevant, since technologization presupposes a complexly structured and purposeful system of actions [2, p. 14].

The professional training of pop vocal ensemble performers requires a pedagogical approach that aligns with the complexities and dynamism of contemporary music performance. Traditional teaching methods, while foundational, may not fully address the needs of today's digital-native learners nor the collaborative nature of ensemble performance. This paper explores the integration of innovative pedagogical technologies into the training of these performers, focusing on the methodological perspectives that support such integration.

This study adopts a mixed-methods research approach, incorporating both quantitative and qualitative data. Surveys and interviews with music educators and students were conducted to assess the current state of technology use in music education. An experimental design was also employed, where groups of pop vocal ensemble students were taught using traditional methods, while others were instructed with an integrated technological approach. Their progress and performance were evaluated over a semester to gauge the effectiveness of these pedagogical technologies.

The pedagogical framework for training pop vocal ensemble performers encompasses constructivist and social learning theories, emphasizing active, collaborative, and contextual learning processes. The application of innovative technologies in education ranging from digital simulations to VR and collaborative online platforms can enhance these processes by providing immersive, interactive experiences that reflect the real-world scenarios students will face in their professional careers.

In the evolving landscape of music education, particularly in the training of pop vocal ensemble performers, the integration of innovative pedagogical technologies presents both a challenge and an opportunity. This transformation is driven by the need to adapt educational practices to the digital age, where traditional teaching methods may not fully meet the requirements of contemporary musical performance or the expectations of digital-native learners. The methodological innovation in pedagogy for pop vocal ensemble training encompasses various aspects, from employing digital tools and platforms to fostering a more interactive, collaborative learning environment. Here, we explore these dimensions, highlighting how they can revolutionize the training of pop vocal ensemble performers.

Digital and Virtual Reality Platforms

One of the most significant shifts in pedagogy is the incorporation of digital platforms and virtual reality (VR) into the training regimen. These technologies ensure immersive learning experiences that can simulate onstage performance scenarios, audience interaction, and even studio recording sessions. VR, in particular, offers a unique way for performers to practice in a variety of virtual settings, enhancing their adaptability and performance skills under different conditions. Digital platforms, including online collaboration tools, enable ensemble members to practice and record together remotely, breaking down geographical barriers and allowing for a more flexible rehearsal schedule.

Mobile Learning and Apps

The use of mobile learning applications is another innovative approach in the professional training of pop vocal ensemble performers. These apps “|can offer exercises for vocal training, ear training, and music theory that are accessible anytime, anywhere, providing learners with the flexibility to practice and improve their skills outside of traditional classroom or rehearsal settings. Some apps also incorporate gamification elements, making the learning process more engaging and enjoyable” [3, p. 193].

Collaborative Online Learning Environments

Collaborative online learning environments facilitate interaction among students and between students and instructors. These platforms support file sharing, real-time feedback, and group discussions, making it easier to work on ensemble arrangements, harmonies, and performance planning. They also offer opportunities for peer learning, where students can learn from each other’s experiences and feedback, fostering a sense of community and teamwork essential for any ensemble performance.

Artificial Intelligence and Personalized Learning

Artificial intelligence (AI) in music education can provide personalized feedback and adaptive learning paths for individual learners. AI-driven analysis tools can evaluate performances, offering detailed feedback on pitch accuracy, rhythm, and expression. This technology enables tailored instruction that meets each learner's specific needs, allowing for more efficient and focused practice sessions.

Challenges and Considerations

While the potential of innovative pedagogical technologies in the training of pop vocal ensemble performers is immense, there are challenges to consider. These include ensuring access to technology for all learners, the need for instructors to be trained in these new tools, and the importance of balancing technology use with traditional pedagogical methods to maintain a well-rounded educational experience.

Preliminary findings indicate that the use of innovative pedagogical technologies significantly enhances the learning experience of pop vocal ensemble performers. Students in technology-integrated classes demonstrated higher engagement levels, improved collaborative skills, and greater improvements in vocal technique and performance quality. Teachers reported that technologies like VR and digital media platforms were particularly effective in simulating live performance environments, enabling students to practice and refine their skills in realistic settings.

The integration of innovative technologies into the professional training of pop vocal ensemble performers offers numerous pedagogical benefits. These technologies not only support existing educational theories but also introduce new possibilities for personalized and adaptive learning. However, challenges such as access to resources, teacher training, and the potential for technology to overshadow foundational musical skills must be carefully managed.

Conclusion

The methodological integration of innovative pedagogical technologies into music education represents a significant step forward in preparing pop vocal ensemble performers for the complexities of the contemporary music industry. By embracing these tools, educators can enhance the learning experience, fostering the development of skilled, adaptive, and creative musicians capable of thriving in a competitive and ever-changing landscape.

The integration of innovative pedagogical technologies into the professional training of pop vocal ensemble performers is reshaping music education. By leveraging digital platforms, VR, mobile apps, collaborative environments, and AI, educators can provide more engaging, effective, and personalized learning experiences. As we continue to explore and understand these technologies' potential, they will undoubtedly play a crucial role in developing the next generation of pop vocal ensemble performers, equipped to meet the challenges and opportunities of the contemporary music industry.

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