

FORMATION OF ARTISTIC AND METHODOLOGICAL SKILLS OF FUTURE VOCAL TEACHERS IN THE PROCESS OF STUDYING AT THE UNIVERSITY: METHODOLOGICAL ASPECT

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Abstract. The process of cultivating artistic and methodological skills in future vocal teachers during their university studies is pivotal for the development of competent and dynamic educators in the field of music. This scholarly examination delineates the multifaceted approach required to balance the artistic prowess and pedagogical acumen necessary for aspiring vocal teachers. By integrating a comprehensive curriculum that includes vocal performance, music theory, educational psychology, and teaching methodologies, university programs aim to foster a holistic development in future educators. This study emphasizes the significance of experiential learning through performance opportunities, teaching practicums, and reflective practices, alongside the theoretical grounding provided by academic coursework. Furthermore, the adoption of innovative technological tools and collaborative learning environments is highlighted as a key factor in enhancing the learning experience and preparing students for the evolving landscape of music education.

Keywords: vocal pedagogy, artistic skills development, methodological skills training, music education technology, teaching practicums.

ФОРМИРОВАНИЕ ХУДОЖЕСТВЕННО-МЕТОДИЧЕСКИХ УМЕНИЙ БУДУЩИХ УЧИТЕЛЕЙ ВОКАЛА В ПРОЦЕССЕ ОБУЧЕНИЯ В ВУЗЕ: МЕТОДИЧЕСКИЙ АСПЕКТ

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Аннотация. Процесс развития художественных и методических навыков у будущих преподавателей вокала во время их обучения в университете имеет решающее значение для развития компетентных и динамичных учителей музыки. Данная статья описывает многогранный подход, необходимый для баланса художественного мастерства и педагогической проницательности, необходимых для начинающих преподавателей вокала. Интегрируя комплексную учебную программу, которая включает вокальное исполнение, теорию музыки, педагогическую психологию и методики обучения, университетские программы направлены на

содействие целостному развитию будущих педагогов. В этом исследовании подчеркивается важность экспериментального обучения через возможности для выступления, педагогические и рефлексивные практики, наряду с теоретическим обоснованием, предоставляемым академическими курсами. Кроме того, принятие инновационных технологических инструментов и совместной учебной среды подчеркивается как ключевой фактор в улучшении опыта обучения и подготовке студентов к развивающемуся ландшафту музыкального образования.

Ключевые слова: вокальная педагогика, развитие художественных навыков, обучение методическим навыкам, технология музыкального образования, педагогические практики.

The formation of artistic and methodical skills in future vocal teachers during their university studies is a critical component of music education that ensures the development of well-rounded, competent, and creatively expressive educators. This multifaceted process involves a comprehensive approach to both the artistic elements of vocal performance and the pedagogical techniques necessary for effective teaching. Understanding and mastering these skills enable aspiring vocal teachers to cultivate their own artistic identity while preparing to impart musical knowledge, techniques, and passion to their future students.

Artistic skills in vocal education encompass a wide range of competencies, including vocal technique, musicality, interpretation, and performance. Developing these skills involves [1, p. 339]:

1. Vocal Technique. Mastery of voice control, breathing techniques, articulation, and resonance to ensure vocal health and versatility in performance.

2. Musicality and Interpretation. Understanding the emotional and expressive components of music, enabling future vocal teachers to convey the depth and nuance of various musical genres and styles.

3. Performance Skills. Opportunities for solo and ensemble performances, including recitals, concerts, and competitions, to build confidence, stage presence, and audience engagement.

Integrative Approaches

The integration of artistic and methodical skills is facilitated through:

1. Masterclasses and Workshops. Participating in sessions led by experienced vocalists and educators, offering insights into both performance excellence and teaching methodologies.

2. Teaching Practicums. Gaining hands-on teaching experience under the guidance of mentor teachers, allowing for the application of pedagogical theories in real-world settings.

3. Interdisciplinary Studies. Engaging in coursework that spans music theory, history, psychology, and educational technology to enrich the teaching approach and understand the broader context of music education.

Challenges and Solutions

The formation of these skills presents challenges, including the balancing of performance and teaching priorities, adapting to rapid advancements in educational technology, and addressing the individual needs of students. Solutions may include:

1. Continuous Professional Development. Encouraging ongoing learning and adaptation to new teaching methodologies and technologies.
2. Peer Collaboration. Fostering a community of practice among future vocal teachers to share experiences, strategies, and support.
3. Reflective Practice. Promoting self-reflection on both teaching and performance experiences as a tool for personal and professional growth.

Pedagogical Skills Development

Methodical skills refer to the pedagogical abilities essential for teaching voice. These skills are nurtured through [2, p. 1393]:

1. Curriculum Design. Learning how to create comprehensive lesson plans that cater to the diverse needs, abilities, and learning styles of students.
2. Instructional Strategies. Developing a repertoire of teaching methods, including direct instruction, collaborative learning, and the use of technology, to facilitate effective learning environments.
3. Assessment and Feedback. Mastering the art of providing constructive and motivational feedback to students, as well as assessing their progress through various evaluation techniques.

The development of pedagogical skills in future vocal teachers during their university studies is a foundational aspect of preparing them to become effective educators in the field of music. This process involves a broad and deep engagement with both the theoretical underpinnings of music education and the practical application of teaching methodologies. The aim is to equip aspiring vocal teachers with the knowledge, skills, and attitudes necessary to facilitate meaningful learning experiences for their future students.

Core Components of Pedagogical Skills Development

1. Educational Theory and Pedagogy. This includes studying various learning theories and educational philosophies that inform teaching practices, such as constructivism, behaviorism, and social learning theories. Understanding these frameworks helps future teachers to design and implement instructional strategies that are aligned with how students learn best.
2. Vocal Technique and Health. A crucial part of a vocal teacher's pedagogical skill set is a deep understanding of vocal anatomy, technique, and health. Courses and workshops that focus on these areas ensure that teachers can guide their students in developing healthy singing habits that protect and enhance the voice.
3. Curriculum Design. Future vocal teachers learn to develop curricula that are comprehensive, inclusive, and adaptable to the needs of diverse learners. This involves

selecting appropriate repertoire, integrating music theory and history, and incorporating performance skills in a way that is pedagogically sound.

4. **Teaching Methodologies.** This encompasses a range of instructional strategies tailored to music education, including direct instruction, inquiry-based learning, and cooperative learning. Special emphasis is placed on methods that promote active engagement, critical thinking, and creative expression.

5. **Classroom Management.** Effective classroom management strategies are essential for creating a positive and productive learning environment. Future vocal teachers learn techniques for managing classroom dynamics, facilitating student engagement, and addressing behavioral issues constructively.

6. **Assessment and Evaluation.** Developing skills in assessing student progress through formative and summative evaluations is key. This includes “learning to provide constructive feedback, designing assessments that measure musical understanding and performance skills, and using assessment data to inform instruction” [3, p. 241].

7. **Technology Integration.** With the increasing role of technology in education, future vocal teachers are trained in integrating digital tools and resources into their teaching. This can range from using software for music notation and audio recording to leveraging online platforms for collaborative learning and performance.

8. **Reflective Practice.** An ongoing commitment to self-reflection allows teachers to continually assess and improve their teaching practices. Engaging in reflective practice involves analyzing one's teaching experiences, seeking feedback from peers and mentors, and staying informed about current research in music education.

Implementing these components into university curricula often involves a combination of coursework, practical teaching experiences, and professional development activities. Field experiences, such as student teaching placements, offer invaluable opportunities for aspiring teachers to apply their pedagogical skills in real-world settings under the mentorship of experienced educators. Additionally, participation in workshops, conferences, and professional learning communities supports the continuous growth and adaptation of teaching skills throughout one's career.

Conclusion. The formation of artistic and methodical skills in future vocal teachers is essential for preparing educators who are not only proficient performers but also effective, innovative, and empathetic teachers. By focusing on these areas during university studies, aspiring vocal educators are equipped to inspire and nurture the next generation of vocalists, contributing to the ongoing evolution of music education.

The development of pedagogical skills in future vocal teachers is a complex and dynamic process that prepares them to meet the challenges of modern music education. By focusing on a comprehensive set of pedagogical competencies, university programs play a crucial role in shaping educators who are capable of inspiring and nurturing the musical talents of their students, thereby contributing to the vibrant future of vocal arts education.

Through a qualitative analysis of curriculum designs and teaching methodologies employed by higher education institutions, this research articulates the essential components and pedagogical strategies effective in equipping future vocal teachers with the skills needed to inspire and educate the next generation of vocalists. The findings underscore the critical role of university studies in bridging the gap between artistic excellence and pedagogical proficiency, thereby shaping well-rounded educators capable of contributing significantly to the music education domain.

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