POTENTIAL OF MEDIA EDUCATION IN PROFESSIONAL TRAINING OF MUSIC TEACHERS

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The article examines pedagogical activity as a way of social and cultural practice of the individual, which implements the tasks of preserving national traditions, adapting and regulating the process of professional development of a future teacher. The modernization of the educational system of Ukraine is determined by the tendencies of European integration, which can be considered an essential lever of success not only for the economic and political transformation of society, but also for strategic changes in the educational policy of Ukraine. The purpose of the article is to substantiate the practical importance of media education, taking into account modern trends in the modernization of the educational system in Ukraine in the era of globalization of the world educational space. To achieve this goal, the following tasks were set: to consider the role of media education in the professional activities of future music education specialists, to substantiate media education as a component of general education, and media literacy and media competence as a component of the professional and general culture of a modern music teacher; identify ways to solve the problem of the need for media education in the professional activity of a future musician teacher; to reveal and analyze promising directions for increasing the level of media educational training of future music teachers in social relations, new dimensions of his self-realization; substantiate the

conclusions and directions for further consideration of the selected problem. The main methods used in the study are comparative, analytical, systemic and structural. Conclusions. We consider media education as a component of ICT, which includes, on the one hand, knowledge, skills and abilities of their application, on the other hand, media literacy, media competence and media culture. We associate the training of future teachers of musical disciplines using ICT tools with the need to improve the state educational standard by introducing new specialties, the need for which is dictated by the current state of art education and culture. The practical implementation of media education requires a change in scientific views on the need to introduce media education as a component of general education, and media literacy and media competence as an integral part of the professional and general culture of a modern music teacher. The solution to the problem posed also depends on the understanding of the value of professional activity, which occurs only through the actualization of the processes of self-awareness by future teachers-musicians, revealing themselves in the search for the meaning of artistic values.

Key words: media education, modernization of professional training, musical and pedagogical activity, information and communication technologies, future teacher-musician.

Introduction.

It is impossible to imagine a modern society without multimedia products, without network communications, without computers. In the 21st century, new technologies are bursting into life at such a speed that people do not have time to understand the advantages of some, as new ones appear. The defining characteristic of the development of modern society can be called globalization, which is a multidimensional process covering all facets of the functioning of modern society: the sphere of economics, politics, sociology, education. A natural consequence of globalization is the

internationalization of education, aimed at creating a world educational space, which is considered by researchers as "the totality of all educational and educational institutions, scientific and pedagogical centers, government and public educational organizations in different countries, geopolitical regions and on a planetary scale, their mutual influence and interaction in the context of intensive internationalization and globalization of various spheres of public life "(B. Wolfson, 2006, p. 168).

The world educational community responds to civilizational challenges with scientific and pedagogical projects put forward in the declarations of UNESCO, the International Labor Organization, the Council of Europe, and the Bologna Process. Investigating the processes that take place in the media space, UNESCO defines media education as a priority branch of cultural and pedagogical development of the XXI century. The result of these trends is an increase in information flows, an increase in the volume of information consumption, means of its use, storage, processing, which, in turn, prompts the need for high-quality use of technologies corresponding to the level of technology in professional activities. However, practice shows that the efficiency and rationality of the use of multimedia technologies, unfortunately, is not a sign of modern professional training of future music education specialists.

The purpose of this article is to substantiate the practical importance of media education, taking into account current trends in the modernization of the educational system in Ukraine in the era of globalization of the global educational space. To achieve this goal, the following tasks were set: - consider the role of media education in the professional activities of future music education specialists; - substantiate media education as a component of general education, and media literacy and media competence as a component of the professional and general culture of a modern musician teacher; -identify ways to solve the problem of the need

for media education in the professional activities of the future musician teacher; - to reveal and analyze the perspective directions of increasing the level of media educational training of future musician teachers in social relations, new dimensions of its self-realization; - substantiate the conclusions and directions for further consideration of the selected problem.

An analysis of scientific and pedagogical sources shows that media technologies are becoming more and more popular and have moved into the category of leading means in the professional activity of a teacher-musician. An analysis of our educational experience and the permanent need to search for information on a specialty suggests that students of higher educational institutions of musical and pedagogical education have long demonstrated their readiness to switch to new forms of instruction using multimedia. The problem of multimedia technologies in the training of musician teachers is constantly in the field of view of scientists and the rapid dynamics of the introduction of these technologies in the professional training of students led to an in-depth study of a certain phenomenon, which, in turn, contributed to the emergence of the following terminological series: computer technology, digital technology, media technology, multimedia, telecommunications, media education and the like. Therefore, the modern realities of the application of digital technologies at the faculties of art of pedagogical universities require some adjustment, modernization of the content of training and educational technologies. Currently, musical pedagogy is at an important stage in informatization of the education system, the introduction of innovative methods, techniques and forms of work with students into its content. An analysis of recent studies and publications of domestic and foreign scientists testifies to the development and implementation of information and communication and multimedia technologies at different levels pedagogical innovations (M. Sinitsya, 2014, p. 418), we believe that the problem of a deeper study of such a

phenomenon as media education in the field of music education is becoming relevant. The term "media education" was first used in 1973 at a joint meeting of the UNESCO Information Sector and the International Film and Television Council. Although some scholars claim that the first curriculum on media education was developed by the Canadian scientist M. McLuhan in 1959, the active use of media education in the educational process began in the 1960s in the UK, Canada, Germany, the USA, and France. The task of media education was to form an information culture and prepare for life in the information society (V. Ivanov, & O. Voloshenyuk, 2012, p. 6). However, the term "media" began to be used long before the occurrence of such a phenomenon as electric current. And for the first time it was applied to the concept of "mass media" - to newspapers. In the future, thanks to electrical communications, messages were distributed using a technical communication device - telegraph. Therefore, it is natural that the concept of media education (Eng. Media education, from lat. Media - means) for a long time was used exclusively in the context of the professional training of journalists and was interpreted as a science orienting students to study the laws of mass communication (press, television, radio, cinema, video, Internet, etc.).

Scientific progress through the transformation of the content of education has allowed the integration of media education in this industry. In particular, media education began to be interpreted as the perception and development by students of significant flows of information by modern means of mass communication, which include newspapers, magazines, books, television information, video and audio recordings, and the like. Thus, media education in modern educational institutions translates as a problem the formation of needs for training in the skills of critical perception of information, in particular, the analysis of messages, the search for errors, incorrect data or information confirming the speaker's story or educational

information. In other words, the pedagogical industry positions media education as a direction in pedagogy, responsible for studying the laws of mass communication (press, television, radio, cinema, video, etc.). The basis of this concept is a complex of knowledge, skills and abilities to work with media text. Despite the fact that a media text is understood to mean messages containing any media type or genre, we will consider in a broader sense the components of the concept of "media education". In modern scientific and pedagogical activity, studies located at the junction of various fields of knowledge are becoming increasingly attractive. Inter-scientific synthesis - the interpenetration of sciences and interdisciplinarity, polydisciplinarity are a marker of the integration of a modern system of scientific communication. Despite numerous studies, scientific publications lack an exhaustive characterization of the concept of "multimedia technology." For the first time the term "multimedia" appeared in 1965 - it was a combination of two English words multy - multiple complex or many-part, and media - medium, means. Subsequently, scientists began to derive various definitions and interpretations of the concept of "multimedia" and the properties associated with it in a particular area of application. Taking into account the fact that all interpretations of this concept are to a greater or lesser extent based on a common derivative, we consider it necessary to take as a basis the definition due to which scientists could further diversify their own interpretations of this phenomenon. In the "English-Ukrainian Explanatory Dictionary of Computing, Internet and Programming" the concept of "multimedia" is interpreted as multimedia technologies that allow you to integrate, process and simultaneously reproduce various types of signals, various media, means and methods of information exchange using a computer, provide storage huge data arrays, as well as random interactive access to their elements and playback on the PC screen video with sound (E. Proydakov, 2005, p. 339). Having ascertained the multi-

vector use, it becomes clear why in the scientific and pedagogical literature there are different points of view on the definition of this concept, where each of the researchers was able to adapt it to implement their own scientific tasks. For example, L. Skibb, S. Heifmeister, A. Chesnat interpret multimedia technologies as "evolution in progress", focusing on the fact that multimedia is a mixed technological progression, and not a combination of hardware and software components. In their opinion, multimedia is "a combination of platforms, communication tools, people and influence on culture "(L. Skibb, & S. Heifmeister, A. Chesnat, 1997, p. 270). Having become acquainted with the study of Ingenbeck Werner, we learn that the modern technological form of the information society is multimedia technology, which opens up a fundamentally new level of information processing and interactive human-computer interaction (I. Werner, 1996, p. 7). According to O. Shlykova, multimedia is a "polyservice", the only space in a syncretic form representing various types and methods of providing information (text, graphics, audio, etc.). (O. Shlykova, 2004, p. 415). Such polymorphism encourages their further refinement and expansion of the content as a form of knowledge organization in the process of preparing future music teacher teachers. Having found out that media is not only magazines, newspapers or film, but a collection of messages of various nature that can be recognized (reproduced) using special software, we emphasize the need to use media education as an integral part of the professional training of future music educators. The purpose of using media education as a tool to increase the effectiveness of the teacher and student in the study of art disciplines is to attract students of art faculties in advanced educational technologies and focus on the creative and productive use of ICT in future pedagogical work. Therefore, a further study of the phenomenon of media education will help to find the most promising areas for improving the level of training of music teachers and to reveal new

features application of automated training systems and software artistic means, which cannot be realized without media technologies.

The introduction of ICT in the art industry poses a completely different challenge for a modern teacher. In addition to traditional lessons, a music teacher must be competent in the preparation and production of multi-genre musical numbers for festive events in an educational institution, and more and more often there is a need for audio accompaniment of these events. The totality of these tasks requires a musician teacher to have multifunctional skills, because in order to hold holiday events at the proper level, he needs to solve various professional tasks not only in the music industry, but also successfully use multimedia technologies, technical devices, be able to select and process the appropriate audio-video material and have an idea about sound processing by modern digital technologies. That is why the professionalism of future teachers of musical disciplines requires a high level of media culture knowledge: obtaining knowledge and ability to effectively use information and communication technologies in professional activities, namely, special art software, Internet technologies, and multimedia tools; the ability to navigate a large flow of information, to be able to analyze and select media texts in accordance with the educational goals; the ability to demonstrate awareness of the genre and style features of modern leisure art and media genres (video clip, online video broadcast, musical battle, musical, rock opera); own technical audio facilities (microphone setup, control of an audio mixing console, video projector, etc.). In accordance with the fact that the teacher's media culture is genetically related to his professional and pedagogical culture, one can deduce chain: spiritual culture - professional pedagogical culture - professional culture - media culture. Thus, the high level of students' media culture formation may indicate the transition of the future teacher in personal development to a higher level of professional self-awareness.

Realization of the possibilities of media technologies, including in the field of media education, provides for a change in the traditional forms and methods of teaching to intensify the educational process and increase its effectiveness. Modern requirements for the organization of media education in pedagogical universities of the artistic direction provide for an intensive search for various forms and methods of interaction between socio-cultural sectors (media and education) that could generalize the formation vectors of the modern intellectual, professional, spiritual, artistic aspects of the life of a modern specialist. Since the very concept of "media educational space" is the result of an obvious process - the enrichment of the conceptual apparatus of the future teacher of musical disciplines.

Conclusions

1. The introduction of media education, as one of the most promising areas of increasing the level of professional competence of students, is an urgent problem of higher education aimed at finding ways to improve the quality of professional training of specialists and requires a review of the content of education, training and educational technologies.

2. Given the above, we associate the training of future teachers of musical disciplines with the use of ICTs with the need to improve the state educational standard by introducing new specialties, the need for which is dictated by the current state of Ukrainian art education and culture. After introducing media education into the educational process of the artistic direction, there will be a shortage of media design specialists - the development of a mock-up of an information platform to ensure coordination of the press centers of the educational institution, the artistic and technical design of media content and the presentation of information, processing and combining media from individual fragments into a single compositional integrity; in music informatics - obtaining and deepening students' knowledge about the various ways of applying ICT art direction in

professional activities with the subsequent formation of skills for their practical application; the basics of sound engineering sound control at school-wide celebrations, concerts, discos. The creation of amateur video, cinema, the search for sound artistic images, the formation of sound dramaturgy, etc., and in the future, there may be a demand for disciplines based on the intersection of pedagogy, music and media culture, the study of which requires knowledge of the basics of media literacy, work on musical material in architectonics of media text, site support, blog, understanding the nature of media. In the era of digital technology, a person requires considerable effort to quickly perceive and process large amounts of information; therefore, interaction with various media becomes a fundamental component of the professional training of a future musician teacher.   3. The introduction of media education requires intellectual efforts from scientists and teachers, which must be directed to the modernization of the artistic information and educational environment of higher education institutions on the application of innovative teaching methods. The purpose of the practical implementation of media education is to change the scientific views on the need to introduce media education as a component of general education, and media literacy and media competence as an integral part of the professional and general culture of a modern musician teacher. 4. Students' possession of media literacy, competence in the field of ICT, media culture and personal professionally significant qualities helps future teachers to rethink the personal internal and external meanings of professional activity, to identify themselves in the search for the meaning of existing artistic values that can create a new cultural reality in a sociocultural educational environment where the act cognition coincides with the act of personality transformation. Through the actualization of the processes of self-awareness by future teachers-musicians, an understanding of the value of professional activity takes

place.   Prospects   for   further   research**.**

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