

# SYSTEM FOR FORMING THE COMMUNICATIVE ASPECT OF PROFESSIONAL COMPETENCE OF A MUSICIAN TEACHER

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## Abstract:

The article discusses the system for forming the communicative aspect of professional competence of a musician teacher.

**Keywords:** music, pedagogy, methodology, piano, pedagogical university.

## Introduction

The format of interpersonal interaction of a modern person, associated with intensive informatization and widespread computerization of the sociocultural environment, is characterized by the fact that the emotional aspect of communication is gradually deprived of its human-creative component. Modern man, over time, increasingly loses his sense of emotional well-being, which leads to both personal problems and negative social consequences. Musical art, addressed to the emotional sphere of the individual, directly influencing it and developing a person's ability to empathize, certainly has the potential to reverse this trend. In this regard, the problem of professional competence of a music teacher takes on a new perspective, and the formation of its communicative aspect seems to be an urgent task of modern music education.

The communicative aspect of the professional competence of a musician teacher has its own specifics associated with the exchange of information of a musical and aesthetic nature, and presupposes that the teacher has the following skills: communication (proficiency in the means of verbal and non-verbal exchange of information); diagnostic (diagnosis of the personal properties and qualities of the interlocutor); organizational and managerial (the ability to develop a strategy and tactics for interaction with subjects of the educational process, organizing their joint activities); empathetic (the ability to identify oneself with the interlocutor); interpretation (the ability to identify oneself with the musical image of a work, awareness of the objective-subjective nature of experiencing a musical image); reflective (awareness of the characteristics of musical experience, self-assessment of one's performing and teaching capabilities, initiative in choosing methods of pedagogical communication in accordance with the level of musical talent and training of students).

The successful formation of communicative competence of a musician teacher occurs based on the developed author's methodology, which includes:



1. Stages of formation of communicative competence: reproductive-non-professional stage (characterized by unconscious reliance on communication skills); reproductive-professional stage (characterized by the conscious use of communication skills adequate to musical, pedagogical and communicative tasks); productive and creative (independence and initiative in the use of communicative competencies based on professional musical thinking).

At each stage, the teacher's activity consists of the consistent formation in students of: a conscious value attitude towards musical and pedagogical communication; skills in using verbal and non-verbal means of musical and pedagogical communication; professional reflective skills; the skill of analyzing the situation of musical and pedagogical communication (within a lesson, rehearsal, concert) and managing it.

2. A system of interconnected methods and techniques for the formation of the communicative aspect of the professional competence of the future teacher-musician, identified according to the specifics of the action: methods of understanding musical and professional communication; methods of analysis and management of the communicative situation in the music-educational process; methods of interaction between subjects of the musical educational process in musical communicative situations.

3. Pedagogical diagnostics, including level indicators of the formation of musical communication skills: empirical level (unconscious use of musical communication skills, weak theoretical knowledge); conscious level (musical and communicative skills are used taking into account specific educational tasks); creative level (implies developed stable musical and communication skills); diagnostic material.

4. Methodological support for the formation of the communicative aspect of the professional competence of a teacher-musician, including: the program of the author's educational course "Pedagogical Communication" with an electronic application containing the author's multimedia presentations for lectures and seminars; methodological recommendations for teachers of universities and secondary specialized educational institutions of music and pedagogical profile; a set of didactic tools (audio and video materials for trainings and creative tasks); diagnostic support (scale of criteria and indicators of the formation of the communicative aspect of the student's professional competence).

The practical application of the author's methodology has shown that the successful formation of the communicative aspect of the professional competence of a teacher-musician is carried out subject to the following pedagogical conditions:

1. Optimization of the communicative aspect of the music-educational environment. The formation of the communicative aspect of the professional competence of a music teacher involves relying on the theoretical foundations of the process of developing the communicative competence of a music teacher: musical-communicative field, musical-communicative situation, interpretation, professional pedagogical thinking of a music teacher

2. Reliance in the formation of the communicative aspect of the professional competence of a teacher-musician on the developed author's model of this process, consisting of: a goal realized based on the principles of cultural conformity, actualization in activity, artistry, social orientation of musical and pedagogical communication. The formation of the communicative aspect of professional competence is based on a psychological and pedagogical complex of



disciplines, a methodological complex, as well as a block of special musical training, which includes theoretical, instrumental-performing, vocal-choral, and conducting professional training. The model involves the introduction of additional forms and specific methods of individual and collective-group activity into the educational process. The model reflects the criteria for demonstrating the formation of communicative competence.

3. Individualization of means of pedagogical influence and interaction involves adaptation of means of pedagogical influence and interaction to the individuality of the student, which is realized through: the focus of the educational process on the communicative training of students; using the principle of an individual approach when working with students; introduction of additional forms of individual communicative training into the educational process; the use of individual recommendations in collective and group activities of students.

4. Intensification of reflection of students' own communicative experience is carried out based on the definition of the concept of professional competence of a teacher-musician and its development as an integrative characteristic of a specialist, which presupposes the presence of musical communicative, diagnostic, organizational and managerial, empathy, reflective skills and abilities interpretations.

Thus, the successful formation of the communicative aspect of the professional competence of a teacher-musician occurs systematically: subject to certain pedagogical conditions, based on a methodology that includes interrelated, specific actions, methods and techniques; stages and level indicators of the formation of musical communication skills; pedagogical diagnostics; methodological support.

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