



**УНІВЕРСИТЕТ
ГРИГОРІЯ СКОВОРОДИ
В ПЕРЕЯСЛАВІ**

**ВІТЧИЗНЯНА НАУКА НА ЗЛАМІ ЕПОХ:
ПРОБЛЕМИ ТА ПЕРСПЕКТИВИ РОЗВИТКУ**

**Матеріали Всеукраїнської науково-практичної
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*Beata Barchi, Hanna Bodnar
(Mukachevo)*

**PSYCHOLOGICAL FEATURES OF STUDENT SELF-EDUCATION WORK
OF CREATIVE SPECIALTIES**

Проаналізовано психолого-педагогічні аспекти організації самостійної роботи студентів в процесі навчання у закладах вищої освіти. На основі узагальнення та систематизації праць вчених позначені вимоги до методології дослідження психологічних особливостей організації самостійної роботи студентів творчих спеціальностей.

Ключові слова: самостійна робота, психологічні особливості, студент-музикант, креативність.

Educational and social changes taking place in Ukraine determine the need for highly qualified, competent, creative individuals. We need specialists who can think outside the box, work in a team, and have communicative creativity. Art practices can promote the development of creativity, uniqueness, flexibility, motivation for self-improvement. Psychological and pedagogical resource of art tools that can be used in high school is quite powerful.

In today's conditions, the problem of self-education for the future teacher of music becomes especially relevant. For a long time, the professional training of a musician student was based on a balanced combination of group (lecture, seminar, practical) and individual classes (musical instrument class, voice staging, conducting), while the modernization processes taking place in modern high school have led to a significant reduction in individual hours devoted to the performance training of the future music teacher, and the redistribution of educational workload from classroom to extracurricular in the form of self-reliant work of students. In the current situation, new problems have emerged: music students who have insufficient experience of self-reliant work, carry out self-educational activities unsystematically, without proper professional orientation, which leads to a decrease in their level of professional training.

Problems of formation the culture of self-education of the future musical art teacher taking into account specificity of art didactics and development and improvement of musical-pedagogical self-education are covered in researches of E.B. Abdullina, S.G. Barvik, I.V. Dubrovina, O.V. Nikolaeva, G.I. Baturshina, Zh.B. Karmazina, G.B. Sabirova and others.

Self-education is a systematic, purposeful cognitive activity of the subject based on the formed motives and voluntary motivations that promotes development of personal qualities and is carried out in educational and free time. The self-educational culture of a music teacher is a synthesis of a high level of scientific organization of mental work and the process of personality development of a music teacher, which is achieved by means of self-education. It is the leading indicator of professional competence of a music teacher, and self-education is a condition and a way of forming this indicator [5].

Depending on the place and time of self-education work of students, the nature of its management by the teacher and the method of monitoring its results, there are the following types: self-education work during the main classroom classes (lectures, seminars, laboratory work); self-education work under the control of the teacher in the form of scheduled consultations, creative

contacts, tests and exams; extracurricular self-education work when the student performs homework of educational and creative nature.

Of course, the independence of the above types of work is quite conditional, and in the real educational process, these types intersect with each other.

In general, the self-education work of students under the guidance of a teacher is a pedagogical support for the development of targeted readiness for professional self-education and is a didactic tool of the educational process, artificial pedagogical structure of organization and management of students [4].

Thus, the self-education work of students can be structurally divided into two parts: organized by the teacher and self-education work that the student builds at its discretion, without direct control by the teacher (preparation for lectures, laboratory and practical classes, tests, colloquia, etc.). Management of students' self-education work is, first, the ability to optimize the process of combining these two parts.

The psychological condition for the success of students' self-education work is the formation of a lasting interest in the chosen profession and methods of mastering its features, which depend on the following parameters: the relationship between teachers and students in the educational process; the level of complexity of tasks for self-education work; involvement of students in the shaping activities of the future profession. The results of the theoretical study of the emotional state of the musician-performer, as well as the specific type of activity of musicians, indicate that it is necessary to consider the fact that the musician's personality differs from other professions [3].

Like any kind of human activity, educational activity, from a psychological point of view, is a process of solving specific problems. The difference between educational tasks and others is that their purpose is to change the subject itself, which is to master certain modes of action, rather than changing the subjects with which the subject acts. The need for setting and solving such problems arises before the subject only if he needs to master such methods of action, which are based on generalizations of the theoretical type [1].

Considering educational activities as a process of solving problems, it is worth highlighting the following links.

First is the statement of the educational task. In pedagogical psychology it is known that the goal arises because of concretization the meaningful motives of activity. The function of such motives can be performed only by interest in the content of acquired knowledge. Without such interest it is impossible not only to independently set the educational task, but also to accept the task set by the teacher. Therefore, education, which aims to prepare students for independent learning activities, should ensure, above all, the formation of such interests.

Second is the use of optimal methods for solving the problem. There is a fundamental difference between educational activities under the guidance of a teacher and its independent forms. When a teacher leads students from concept to reality, such a move has the force of only a methodical approach. When it comes to the formation of the concept through self-education work with educational materials and tools, the conditions of activity are changing dramatically.

The first of these conditions is the formation of methods of logical analysis of sources of educational information methods of logical analysis of information models, which fixes the content of scientific concepts, which is one of the most important tasks of training to prepare students for independent learning.

The second important condition for the transition to independent learning is to master productive ways of solving educational problems. Ensuring this condition is almost impossible without the active methodological and methodological participation of the teacher.

Third is the implementation of control and evaluation of the progress and outcome of the problem. The formation of control and evaluation operations should go from mastering the methods of control and evaluation of the teacher and other students through the control and evaluation of their own work under the guidance of the teacher to self-control and self-evaluation of independent educational activities.

When forming the hourly volume of the subject, the teacher must consider the total workload of students. Intensification of the educational process involves the rhythm of independent work of students.

Individual educational trajectory based on personal and creative potential is an effective condition for organizing the process of forming a culture of self-education of the future music teacher. Over the last decade, in the practice of higher education there has been a steady trend of building a student's educational path, or individual educational route, which involves the formation of personal motives, educational and professional guidelines [3].

In the process of forming the culture of self-education of future teachers of music art an effective role is played by the organization of the dynamic nature of educational and pedagogical interaction based on the personal example and authority of the teacher. Each student inevitably goes to the goal in his own special way, due to his character and abilities. The teacher goes this way with him, observing, studying, sometimes imperceptibly directing it, and sometimes vigorously intervening.

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Дар'я Бойченко
(Ізмаїл)

ПСИХОЛОГІЧНІ АСПЕКТИ ПРОФОРІЄНТАЦІЙНОЇ РОБОТИ ЗІ СТАРШОКЛАСНИКАМИ У СУЧАСНІЙ ШКОЛІ

У статті позначені основні підходи до розуміння профорієнтаційної роботи зі старшокласниками в сучасній школі. Також визначено основні завдання організації профорієнтаційної роботи в сучасних соціальних та економічних умовах країни. Описані цілі, завдання, принципи, форми та методи профорієнтації в школі.

Ключові слова: профорієнтаційна робота, професійна орієнтація, професійно-розвиваюче середовище.

The article outlines the main approaches to understanding career guidance work with high school students in a modern school. The main tasks of organizing career guidance work in modern social and economic conditions of the country are also defined. The goals, objectives, principles, forms and methods of career guidance at school are described.

Key words: career guidance work, professional orientation, professional development environment.

Проблема профорієнтації старшокласників завжди приваблювала своєю актуальністю багатьох фахівців. Дослідженню проблеми професійної орієнтації учнів присвячено безліч



МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26

тел./факс +380-3131-21109

Веб-сайт університету: www.msu.edu.ua

E-mail: info@msu.edu.ua, pr@mail.msu.edu.ua

Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: <http://dspace.msu.edu.ua:8080>

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