

Dyganova E.A.

Javgildina Z.M.

The formation technology of the culture of a music pedagogue's self-education

Students' individual training was reduced due to the modernisation of professional education (music and pedagogic, in particular) in Russia. This may result in decrease of professionalism level. Under the circumstances, the mechanisms of future music pedagogue's self-education need to be emphasised.

An issue of pedagogic technology was studied by such Russian scholars as V.P. Bepal'ko, M.E. Bershadsky, V.I. Bogolyubov, V.V. Guzeev, M.V. Klarin, V.M. Monahov, G.V. Selevko, M.A. Choshanov and others; and foreign researchers as L. Anderson, G. Block, B. Bloom, T. Gilbert, N. Gronlund, L. Larson, R. Mayger, A. Romishovsky, M. Arout and others.

The technological approach is rather new to the Russian musical and pedagogic education as, traditionally, the training has rested on the approach of personal activity. The recent focus on the profession specifics within pedagogics enabled artistic specialists training technologies.

Having researched works on technologies formation, we have determined following parameters of pedagogic technology: system, science, structure, and control.

The formation technology of the culture of a music pedagogue's self-education achieved by choral conducting disciplines, *defines the culture of music pedagogue self-education* as an interrelated phenomenon of professional education and personality of music pedagogue and involves high intellectual and creative work gained within music and pedagogic self-education.

The pedagogic potential of choral conducting disciplines, as a part of self-education and self-development, lies in: preliminary "choir less" training of future music pedagogue; integration of choral conducting disciplines; wide range of curricular and extracurricular education of music pedagogue; multifunctional academic and professional student's work; students' independent work that leads to self-education practice.

The author's technology of pedagogic potential implementation throughout choral conducting disciplines involves four structural and functional components.

The goal-oriented component views the culture of music pedagogue's self-education as an objective and a proposed outcome. *The method-oriented component* implies a set of methodological approaches and pedagogic principles. We consider the competence approach to be fundamental as it integrates systemic, holistic, knowledge-oriented and cultural approaches and approach of personal orientation. It sets goals of professional education and grades the results. The principles of systemacity, science, independence, awareness and overall personal development constitute the base of culture of self-education.

The content-and-process-oriented component is implemented throughout the five didactic blocks of choral conducting disciplines: theory, technology, research, performance, pedagogics; methods of stimuli, (self) motivation of learning, (self) organisation, (self) control; *work types* – lectures, practical training, seminars, practicum, individual training, students' independent work, reports for research and practice conferences, journal publications, participation in contests, concerts, lectures and festivals, visits to concerts, performances, museums, exhibitions, workshops; *means of training*: academic and music literature, visual and technical facilities, author's learning packages, distance education course in MOODLE system.

The diagnostics-and-result-oriented component specifies technological efficiency. The levels of the culture of a music pedagogue's self-education are determined by the designed diagnostic tools in accordance with the indexes of structural components.

Present technology was implemented in Kazan federal university, Kazan state university of culture and arts, Chuvash state institute of culture and arts. The research proves the technological approach in professional training of music pedagogue in university to be efficient.