# ENGAGING MUSIC-PEDAGOGY STUDENTS IN ONLINE COURSE

## Larysa Bezemchuk
ORCID ID 0000-0002-9745-6594
PhD of Pedagogical Sciences, Associate Professor,
Musical Art Department
H.S. Skovoroda Kharkiv National Pedagogical University,
29 Alchevskykh Str., Kharkiv, 61002, Ukraine,
blv2007@ukr.net

## Alla Sokolova
ORCiD iD 0000-0003-0284-7320
Doctor of Pedagogical Sciences, Professor,
Musical Art Department,
H.S. Skovoroda Kharkiv National Pedagogical University,
29 Alchevskykh Str., Kharkiv, 61002, Ukraine,
a.sokolova.a2017@gmail.com

## Kateryna Binytska
ORCiD iD 0000-0002-2111-5275
Doctor of Pedagogical Sciences, Professor,
Department of Pedagogy,
Khmelnytskyi Humanitarian and Pedagogical Academy,
139 Proskurivskoho podpilya, Khmlnytskyi, 29000, Ukraine,
rfn.yz87@gmail.com

## ABSTRACT

*The article examines the current problems of providing learning online for music teacher students studying at pedagogical universities in the speciality 014 Secondary Education (Musical art). A review of the latest research in the context of the adopted educational standards and the implementation of the ideas of the New Ukrainian School requires the search for effective ways of working with students through digital education. The training of music teacher students based on the principles of integrated learning takes into account the didactic skills associated with the involvement of specialists of musical specialities in artistic and creative activities based on the didactic module (perception-performance, creation and evaluation of the results of artistic activity). The work presents the method of teaching students online based on modular structure. The methodology was implemented in the conditions of online learning on the example of students*

mastering the integrated course "Methodology of teaching "Art" at school". Taking into account the specifics of this educational discipline, which reveals modern integrated approaches to teaching art at school, we structured the stages of its study according to the levels of student involvement in working with digital tools (cognitive-developmental, constructive and creative). An attempt was made to offer students at each stage of education the performance of professionally oriented situations. "Lecture-consilium" is defined as an effective form of working with a student audience in synchronous mode, using ICT for the presentation of creative projects in integrated "Art" lessons. A separate place is given to examples of conducting a review and advisory session, in the form of a flex model. The method of teaching students through the means of telecommunication with the use of graphic and symbolic means is presented. It included working with electronic textbooks, using the tools "Canva", "LearningApps", "Cubase 12". According to the goals of the work, the effectiveness of the methodology of learning online during the assimilation of integrated course using criteria that determine the level of integration and pedagogical skills of future music teachers has been proved. Also, a preliminary analysis of the impact of the online method on motivation of music-pedagogy students and the increase of creative motivation in the performance of art (instrumental, vocal, choral creativity) using innovative learning technologies has been done. Learning outcomes were studied through successful completion of professionally-based tasks, which included designing art lessons, creating art projects, and digital tools. In order to obtain preliminary results and check the effectiveness of the method of teaching online students of pedagogical universities majoring in 014 Secondary Education (Musical Art), the study was conducted in groups of the full-time and part-time students of the H.S. Skovoroda Kharkiv National Pedagogical University in the Department of Musical Art. Three criteria were selected: informational and motivational demonstrated a degree of awareness in the information environment, the ability to perceive artistic information on the Internet, complete professionally-based assignments via online resources. Analytical and active criterion is students' ability to create art projects and conducting lessons during pedagogical practice online. Active-transformative, which reflected the manifestations of the creative motives of the applicants during artistic and creative activities (perception-performance-creation-evaluation of work) in online education. The results show that online learning method for music-pedagogy students described here is likely to be provided as a basis for modern methods of online learning.

**Keywords:** *music-pedagogy students, pedagogical skills, distance learning, ICT tools, online course.*

## INTRODUCTION

In recent years, among the structural components of the educational and professional programs of the speciality (Secondary Education "Musical Art')

and "Musical Art in Educational Institutions" at the faculties of arts in Ukrainian pedagogical universities, the educational discipline has appeared that reflects new approach to the content of education. This discipline directly reveals the essence of the training of a modern music teacher. In contrast to the previous guidelines of professional activity, which focused the teacher on purely musical activities in school practice, the educational discipline of the integrated course "Methodology of Teaching "Art" at school" requires students to acquire holistic competence. This expansion of the sphere of professional activity is connected with the standardization of school education and the implementation of the concept of the New Ukrainian School. The main tasks prescribed in these documents are the formation of personal competencies in the conditions of innovative teaching methods. Among the professional competencies for the speciality 014 "Secondary Education (Musical Art)", informational and digital competence acquires special importance in the conditions of online work on the courses of educational disciplines. During the development of educational and work programs for the student audience, among the practical learning outcomes, the ability of the applicants to use modern music and informational digital technologies in the artistic field should be taken into account.

The course "Methodology of Teaching "Art" at School" designed for bachelor's and master's students in the speciality 014 "Secondary education (Musical Art)" accumulates the entire range of necessary knowledge, abilities and skills that make up a competent music teacher who can teach the integrated course and work online. In the article, we will consider the stages of mastering the educational discipline by the applicants, taking into account their mastery of artistic and creative activities (perception-creation-performance-evaluation of art) and demonstrate how this work influenced the increase of students' motivational sphere for the chosen profession and encouraged them to creative work in online education. We dedicated the theoretical section to the review of scientific literature on research issues. In the third section, the content of the performance of professionally oriented situations at various stages of mastering the educational discipline of the integrated course "Methodology of Teaching "Art" at School" in the online format is disclosed. Special attention is paid to the inclusion of students in working with electronic textbooks, performing tasks using information tools, creating projects using the online tools "Canva", "LearningApps" and the music program Musicscore, and Cubase 12.

## THEORETICAL FRAMEWORK

Scholars focused on the issues of implementation of ICT tools in music education in the pre-pandemic decade (Colás-Bravo & Hernández-Portero, 2017; Nikolić, 2017; Zheyuan, 2017; 2018). It is worth mentioning, that the COVID-19 pandemic has affected higher education digital transformation providing distance learning (Mospan, 2023a) and digital apps (Mospan, 2023b)

worldwide, transforming musical higher education as well (Daubney & Fautley, 2021; Luttrell et al., 2020). Thus, peculiarities of training music students in distance learning attracts scholars (Fomin et al., 2022; Sokolova & Yalovskyi et al. 2023; Shlenova & Konoplenko et al., 2023).

Today, it is almost impossible to imagine education without the introduction of computer and multimedia technologies. However, the development of programmes is significantly ahead of psychological and pedagogical research — the growth in the number and quality of computer technologies is very fast. Music and computer technologies are actively studied and implemented in the scientific literature. Modern various pedagogical aspects, problems of using multimedia technologies in music education are investigated (Dubovyi, 2019; Zhang & Yi, 2021; Liu, 2017).

Masol (2020) highlights the emotional and valuable attitude of pupils to art, which involves the identification and disclosure of students' perception of works of art through sensory perception. His ideas were taken into account for designing the integrated course "Methodology of Teaching "Art", when teaching material is presented in a multimedia format. Thus, the objective of the article is to highlight the experience of implementing the method of developing pedagogical skills of music teacher students at the course "Teaching Methodology "Art" at School" in learning online and to analyse the factors affecting the motivation and creativity of students learning via ICT tools.

## METHODOLOGY

Students' engagement in online course "Methodology of Teaching "Art" at School" took place in three stages (see Tables 1-3 available: https://docs. google.com/document/d/1QHQuYMKCWGNxa9qwQhN7IwpL3DIiPqpX/ edit?usp=sharing&ouid=105969856307911237061&rtpof=true&sd=true). The first cognitive and developmental stage included the implementation of professionally oriented situations based on the Internet resources given by the teacher. This included the development of e-books for integrated art lessons according to the programmes of the New Ukrainian School. Work on art materials based on the link to Q Code, which are in the educational materials for remote work lessons in the classroom.

Construction stage (see Table 1-3). At this stage, emphasis was placed on the formation of students' methodical skills, their direction in creating images and constructions of author's art video lessons for the YouTube channel. An important part of the work at this stage was the presentation of own ideas in the conditions of video conferences. This stimulated the interest of applicants in the future profession, since the future music teacher must navigate in the modern information environment and be able to interest their students in methods of creative and playful interaction, creative design, creation of art projects using innovative digital technologies.

Multimedia technologies include utilizing game manuals, educational videos, TV programmes, educational games, integrated creative environments, presentations, animations, and multimedia boards.

The independent creative stage (see *Table 1-3*) focuses on engaging music teacher students in creating video lessons for pupils in the course "Art" at school. Among the criteria for the effectiveness of students' practical work online, the following stand out: the degree of theoretical and practical knowledge of working on the LMS Moodle; degree of mastery of the educational material of the integrated school course "Art" based on electronic resources; the degree of formation of students' motivation for practical work with a student audience in a distance format. The introduction of educational and game materials into education and the creation of projects via ICT tools.

Conducting interactive lectures in Zoom conference mode helps to prepare students for pedagogical practice online. The scheme of this model reflects the constant communication between the teacher and students and gives students the opportunity to ask questions and receive answers directly during the lesson in synchronous mode. An example of such work can be a lecture, which can be held at the beginning of pedagogical practice. On the Moodle platform, in advance in the "tasks" section, each of the participants of the lecture is provided with a template for preparing video materials for the YouTube channel. The prepared video lessons posted on the YouTube channel are presented in a PowerPoint by students during the lecture. Participation in lecture online involves the applicants to actively express their position, exchange opinions on modern teaching methods with students in integrated "Art" lessons using modern multimedia technologies and informational methods of teaching. To activate the participants regarding the discussion of the content and methods of conducting integrated lessons "Art", the Whiteboard tool is used in the Zoom conference. Questions based on the S. Kaplan method (questions-keys-answers) are placed there, with the help of which the participants of the discussion can choose the options of the questions, fixing them on the board, and receive answers in two options.

The first answer option is directly on the board, and the second option is in the conference chat. Further discussion can be continued by the participants using the "hand up" reaction. Based on the results of the lecture, a consolidated table is created on the Padlet board, where information is entered on the preparation of participants for practical work with students, the tools used and links to video materials on the YouTube. Ghodareva Video lessons (Ghodareva, 2023).

## RESULTS AND DISCUSSION

The effectiveness of the method of formation of integration-pedagogical skills in the process of studying the educational discipline of the integrated course "Methodology of Teaching "Art" at School" was checked using criteria that

took into account the modular structure (perception-creation-performance-evaluation) of students in online education. Informational and motivational demonstrated a degree of awareness in the information environment, the ability to perceive artistic information on the Internet, perform tasks of professionally oriented content with the help of online resources. The presence of a motivational position regarding professional growth. Analytical and active criterion is students' ability to independently create art projects and conduct lessons during pedagogical practice in a distance format.

In order to obtain experimental data in the process of researching the issue of effective ways of involving students in online learning, a pedagogical experiment took place in the professional training of future teachers of musical art speciality 014 Secondary Education (Musical Art). In the process of studying the discipline of the professional block of H. S. Skovoroda Kharkiv National Pedagogical University. The number of respondents was 37. The selection of online tools, educational resources and electronic learning tools for mastering the educational discipline "Integrated Course "Art" at School" was carried out during the 2022-2023 academic year. Participation in the study was voluntary. Before the implementation of the method for developing students' integrative and pedagogical skills online, students were provided with information on the university's LMS Moodle and on the Padlet board.

The first cognitive-developmental stage demonstrated the ability of students to perceive and analyse information in the Internet environment. Partially assess your ability to work with digital tools. To be aware of the level of motivation and interest of the future in music-pedagogical activity. The second constructive stage of the implementation of the methodology is aimed at identifying and developing students' abilities not only to perceive and analyse educational materials on the Internet, but also to perform professionally oriented tasks on the selection of materials for constructing lessons of the integrated course "Art" at school, creating projects for practical work with students in distance learning conditions. The third creative stage of the method of formation of integration and pedagogical skills of students provided the opportunity to use the experience of musical and pedagogical activities in the process of developing online courses for students, creating videos on mastering the educational content of the school lesson "Art". Contributed to the stimulation of sustainable motivation to realize own role in the artistic educational environment, as an active modern teacher who owns modern information technologies and has a high level of mastery of various types of artistic and creative activities (Bartkiv et al., 2022).

An example of working with information tools in the process of performing professionally-oriented tasks at the first cognitive and developmental stage of the methodology is working with the graphic editor "Canva". In order to master this tool, the students were offered an algorithm for working with secondary school students on the topic of S. Gulak-Artemovsky's Opera "Zaporozhets za Dunaiem". The students positively noted the work in this format. During the pedagogical practice, students carried out the same algorithm –"Canva"– Gulak — Artemovsky.

The work on the topic "Ukrainian song calls friends from all over the world" was well perceived by the listeners, in which work with the music editor of Musicscore was offered. With the help of this editor, the sheet music of the song "Podolianochka" was created. Mastering the sheet music example was sent to the debate participants to their email addresses, which they posted in the Zoom chat. Some participants expressed a desire to get to know the song in more detail, for this the speaker was given the opportunity to divide the listeners into session rooms for group work. After this form of work, online listeners presented their versions of work with a music editor. At the first stage of implementation of methodology, students demonstrated the ability to perceive and analyse information on the Internet.

At the second stage of the implementation of the methodology, students were given the opportunity to work with digital tools that can be used to design art lessons, conduct test tasks with schoolchildren during the perception of works of art and their evaluation. An example of such work can be the performance of a professionally-based task of the second stage of the implementation of the methodology developed by us to prepare future music teachers to work with students online. For the perception and analysis of the electronic text, a scientific article was chosen, in which the development of a virtual tour for high school students "H. Skovoroda-artist, philosopher, educator" was proposed. *Table 1* shows the detailed content of the electronic version of the material for students to complete. Among the successful developments on the LearningApps online server for testing students' knowledge in the integrated lesson "Art", which was practically implemented in the lessons, is presented in *Figure 1*.



*Fig. 1*. Virtual tour "H.Skovoroda — artist, philosopher, educator"

Professionally-based activities created at the third stage stimulate students' sustainable motivation for music-pedagogical activity and awareness of their role as a modern teacher of musical art, who possesses a full arsenal of necessary informational tools for further practical activities with the student audience. These tasks reflected modern methodological approaches to teaching the integrated course "Art" at school. One such approach is to understand

the relationship between music and other school subjects. Thus, Masol (2020) offers to familiarise students with the concept and to provide an opportunity to analyse the graphic representation of music. This synthesis of music, mathematics and graphics contributes to revealing the essence of the concept of integration at a higher level (Gryzun, 2018).

Students were interested in completing such a task that some presented methodological developments, algorithms for creating fractals for art lessons with students. To evaluate student works, an online review was conducted using a zoom conference. The option of creating a fractal based on the music of the composer M. Skorulskyi (Step-by-step drawing of the portrait "Mavka") (Gavrish, 2023) was highly rated, the student was offered to hold a master class for different groups of students. Conducting such an event allowed the speaker to significantly increase interest in music-pedagogical activity, the student independently, on the own initiative, took courses on working with digital instruments, developed a number of online performances for foreign students.

At the third stage of the implementation of the methodology, a separate place was given to mastering music computer programmes, primarily, Cubase 12 — an electronic piano, which allows students to create recordings for the performance of works from voice production, accompaniment and recordings of solo parts for performance on the main musical instrument.

A week before the beginning of the teaching practice of students (distance format) a lesson was held in the form of a flex model. For feedback, students were given the opportunity in advance to choose the most interesting topics for video lessons and make presentations for their evaluation during the Zoom conference. To help students, Padle board provided information on the best designs of lesson structures using information and digital support.

Student performances demonstrated an increased level of motivation for teaching students online. Development of lesson structures for the integrated course "Art" included utilizing e-books and videos, e.g., Solanik video — materials for perceiving and performing musical works (Solanik, 2023). Student teachers who had experience of teaching students presented artistic performance projects in distance learning. Based on the results of the work, a didactic table was created for the development of video materials for working with students. Students filled it in independently. Variant of the table made in Word video (Gavrish, 2023). This work provided an opportunity to assess the preparation of students for musical and pedagogical activities during pedagogical practice online.

A week later, pedagogical practice began at school, during which students presented their ideas for projects. After conducting pedagogical practice, students were offered a questionnaire to determine motivation for future professional and pedagogical activities in online format. The teacher students showed the following issues related to teaching music online:

- lack of pedagogical experience in using Internet resources — 42%;
- limited access to the Internet — 5%;
- lack of digital devices — 1%;

- poor Internet connection — 15%;
- teachers and mentors helped solve problems quickly — 42%;
- lack of problems with creating video materials for students — 23%.

The measurement of motivation was carried out according to Bartkiv & Durmanenko (2022). The effectiveness of implementing the proposed methodology and increasing the level of the motivational component of the professional training of future music teachers for practical work with students is shown in (Tables 4). The positive results of the implementation of our method were evidenced by the presentations of students' creative works via ICT. Developments included videos of work in the graphic editor Canva, the online service for creating exercises "LearningApps", the music programme Cubase 12. Students independently created step-by-step educational video instructions for working with these tools in artistic and creative activities (perception-creation-performance-evaluation of art). The winners gave more preference to thematic presentations in Power-Point. The average score of the students' motivation level according to the criterion parameters, revealed during the survey and analysis of students' creative works (Table 4).

*Table 4*

**Evaluation criteria of students' integration and pedagogical skills' development in online learning**

| Level | Informative and motivational criterion | | Analytical and active criterion | | Actively transforming criterion | |
|---|---|---|---|---|---|---|
| | % before | % after | % before | % after | % before | % after |
| **High** | 28.8 | 40.2 | 17.5 | 38.4 | 20.5 | 44.6 |
| **Medium** | 31.0 | 47.2 | 18.0 | 17.6 | 45.1 | 43.6 |
| **Low** | 40.2 | 12.6 | 64.5 | 44.0 | 43.4 | 11.8 |

Table 4 shows, that the high level of professional growth of students (informative and motivational criterion) increased by 11.4%, the low level decreased to 27.6%. Table 2 also shows the positive dynamics of students' professional growth. Attention is drawn to the decrease in the percentage of the average level demonstrated by the achievers (decrease to 17.6%). But the fate of the fluctuation of this parameter is insignificant.

The Table 4 also demonstrates the effective work of students (actively transforming criterion) majoring in performance, music creation, participation in creative projects, the opportunity to evaluate their activities, practically work in an online format with a student audience, have a high degree of motivation for future professional activity. The rate of growth of the higher level increased significantly (by 24.1%).

## CONCLUSIONS

According to the goals of this article, the method of developing integration and pedagogical skills was provided and the role of professionally oriented

situations to increase creativity of music teacher students and their interest in the chosen profession by means of ICT tools distance learning was studied.

The research results show a high level of creative growth of music teacher students and their motivation for future pedagogical activity by creating video materials for students. For example, the algorithm for step-by-step work on the materials of the "LearningApps" opera. It was concluded that the obtained results of the implementation of the methodology and its positive impact on increasing the level of integration and pedagogical skills of music teacher students can be used as a basis for further research into the motivational and creative sphere of professional growth. During the period of the experimental study, Chinese students studying at the department of musical art of the Faculty of Arts of H. S. Skovoroda Kharkiv National Pedagogical University took part in it. Foreign students during pedagogical practice at schools of the People's Republic of China used video materials of Ukrainian students posted on YouTube. We have received positive feedback on the use of presentations for work in Chinese schools. Chinese students confirmed the level of their interest in creative methods of learning while performing the tasks of the proposed methodology, expressed further motivation to work in the chosen speciality. We plan to expand the range of respondents to implement the presented methodology outside of Ukraine, we consider it a perspective for our further work.

## REFERENCES

Bartkiv, O., Durmanenko, E. (2022). Diahnostyka motyvatsiyi ta tsinnisnoho stavlennya maybutnikh uchyteliv do profesiynoyi pidhotovky [Diagnostics of motivation and value attitudes of future teachers towards professional training], *Pedagogy of creative personality formation in higher and secondary schools*, 85, 84–89. https://doi.org/10.32840/1992-5786.2022.85.13

Bezemchuk, L., Fomin, V. (2021). Formuvannia intehratsiino-pedahohichnykh umin maibutnikh uchyteliv muzychnoho mystetstva v umovakh mahistratury. [Formation of integration pedagogical skills of future music teachers in the conditions of master's degree] *Professional Art Education*, *2*(1). 12–19. https://doi.org/10.34142/27091805.2021.2.01.02.

Colás-Bravo, P., Hernández-Portero, G. (2017). The training routes of music teachers: Perceptions on the didactic value of ICT, *Revista Fuentes 9*(1), 39–56. https://doi.org/10.1344/der.2022.42.1-15

Daubney, A., & Fautley, M. (2021). U-turns in the fog: The unfolding story of the impact of COVID-19 on music education in England and the UK. *British Journal of Music Education, 38*(1), 3–12. https://doi:10.1017/S0265051721000048

Dubovyi, Z. (2019). Formuvannia samostiinosti maibutnikh uchyteliv muzyky u protsesi dystantsiinoho navchannia [Formation of independence of future teachers music in the process of distance education] Dissertation, National

Pedagogical Drahomanov University. https://enpuir.npu.edu.ua/bitstream/handle/123456789/39873/Dubovyi_dis.pdf?sequence=1.

Fomin, V., Sokolova, A., Dzivaltivskyi, M., Vasylieva, O., Parfentieva, I., & Martynenko, I. (2022). Peculiarities of training future teachers of music art in higher educational institutions in terms of distance learning. *Revista Romaneasca Pentru Educatie Multidimensionala*, *14*(4), 219–229. https://doi.org/10.18662/rrem/14.4/638.

Gavrish, I. (2023). Step-by-step drawing of the portrait "Mavka". Fractal. Video. Development for the integrated course "Art". https://youtu.be/oXr4ihO-buw

Ghodareva, M. (2023). Lesson according to the textbook of the integrated lesson "Art". Topic "What the still life told about". https://www.youtube.com/watch?v=PiWGGfUYVe4

Gryzun, L. (2018). Integrative approach to the curriculum and content design for the pre-service teachers training. *International Journal of Social Sciences*, *4*(2), 1446–1462. https://doi.org/10.20319/pijss.2018.42.14461462.

Luttrell, B., Goold, L., & Ward, A. (2020). The MacGyver Approach: Teaching economy of availability in tertiary music education during COVID-19. *Social Alternatives, 39*(4), 27–32. https://search.informit.org/toc/socalt/39/4

Liu, WQ. (2017). The Application of Computer Music and Multimedia Technology in Vocal Music Teaching. *4th ICMIBI International Conference on Training, Education, and Management (ICMIBI-TEM 2017),* 83, 530–534 https://doi.org/10.26602/Inms.2017.83.530

Masol, L. (2020) Intehratyvni tekhnolohiyi formuvannya predmetnykh kompetentnostey uchniv pochatkovykh klasiv u protsesi navchannya intehrovanoho kursu «Mystetstvo» [Integrative technologies formation of subjects competences of students primary grades in the process of integrated learning course "art"], *Art and education*, *2*(96). https://doi.org/10.32405/2308-8885-2020-2-2-9

Mospan, N. (2023a). Trends in emergency higher education digital transformation during the COVID-19 pandemic. *Journal of University Teaching & Learning Practice, 20*(1), 50–70. https://doi.org/10.53761/1.20.01.04

Mospan, N. (2023b). Digitalisation of writing in higher education: The COVID-19 pandemic impact. *Journal of University Teaching & Learning Practice, 20*(2), 1–24. https://doi.org/10.53761/1.20.02.08

Nikolić, L. (2017). Attitudes about music education as a factor of music education for future primary school teachers. *Metodički ogledi, 24*(2), 39–55. https://doi.org/10.21464/mo46.124.3955

Shlenova, M., Konoplenko, N., Yuryeva, K., Korneiko, Yu. & Hlukhovska, M. (2023) Comparative analysis of the distance learning implementation in Ukrainian system of higher education during the COVID-19 pandemic and martial law. *Interactive Learning Environments,* 31. https://doi.org/10.1080/10494820.2023.2207196

Sokolova, A., Yalovskyi, P., Lotsman, R., Yurieva, K. & Parfentieva, I. (2023) Alternative ways of organizing distance practical classes for future music

art teachers. *Amazonia Investiga.* 12(61), 276–286. https://doi.org/10.34069/AI/2023.61.01.28

Solanik, B. (2023) Bach. Video. URL https://www.youtube.com/watch?v=HbMJB1tksVI).

Zhang, YX., & Yi, D. (2021). A new music teaching mode based on computer automatic. *International Journal of Emerging Technologies in Learning, 16*(16), 117–130. 10.3991/ijet.v16i16.24895

Zheyuan, W. (2017). Intercultural education technology of students in extracurricular work by means of music. *The Modern Higher Education Review, 1.* https://edreview.kubg.edu.ua/index.php/edreview/article/view/21

Zheyuan, W. (2018). Technology experimental implementation of intercultural education of students by music activities. *The Modern Higher Education Review,* 2. https://doi.org/10.28925/2518-7635.2017.2.18

# ВПРОВАДЖЕННЯ ОНЛАЙН КУРСУ ДЛЯ СТУДЕНТІВ УЧИТЕЛІВ МУЗИКИ

Лариса Беземчук, к.пед.н., доцент, кафедра музичного мистецтва Г. С. Харківський національний педагогічний університет імені Сковороди, Україна, 61002, м. Харків, вул. Алчевських, 29, blv2007@ukr.net

Алла Соколова, доктор педагогічних наук, професор, кафедра музичного мистецтва, H.S. Харківський національний педагогічний університет імені Сковороди, Україна, 61002, м. Харків, вул. Алчевських, 29, a.sokolova.a2017@gmail.com

Катерина Біницька, доктор педагогічних наук, професор, кафедри педагогіки Хмельницької гуманітарно-педагогічної академії, Проскурівського підпілля, 139, м. Хмельницький, 29000, Україна, rfn.yz87@gmail.com

*У статті розглядаються актуальні проблеми забезпечення методики роботи в онлайн-умовах майбутніх учителів музики, які навчаються в педагогічних університетах за спеціальністю 014 Середня освіта (Музичне мистецтво). У роботі представлено методику онлайн-роботи зі студентами на інтегрованому курсі «Методика викладання «Мистецтво» в школі». Представлено методику роботи зі студентською аудиторією змішаної форми навчання за допомогою засобів телекомунікації з використанням графічних та музичних редакторів. Вона включала роботу з електронними підручниками, з використанням засобів «Канва», «LearningApps», «Cubase 12». Також проведено попередній аналіз впливу методів онлайн роботи на рівень мотивації студентів до майбутньої музично-педагогічної діяльності та підвищення їх творчої мотивації*

*до виконання спеціальних завдань у виконавській діяльності. З метою перевірки ефективності методики роботи в онлайн форматі з формування інтеграційно-педагогічних умінь студентів педагогічних університетів спеціальності 014 «Середня освіта (Музичне мистецтво)» дослідження було проведено в окремих групах денної та заочної форми навчання Харківського національного педагогічного університету імені Г.Сковороди на кафедрі музичного мистецтва. Відповідно до цього було обрано три критерії: інформаційно-мотиваційний, що демонстрував ступінь обізнаності студентів в інформаційному середовищі, здатність сприймати художню інформацію в мережі Інтернет та виконувати завдання професійно орієнтованого спрямування за допомогою інтернет-ресурсів. Аналітично-діяльнісний критерій є показником самостійності студентів створювати художні проєкти та дидактичні конструкції уроків для роботи з учнями під час проходження педагогічної практики в дистанційному форматі. Представлені та обговорені результати, з якими можна ознайомитись за посиланнями, дозволили зробити висновок, що наша методика для студентів музичних спеціальностей педагогічних університетів потенційно може бути використана як основа для пошуку сучасних методів онлайн навчання інших студентів вишів.*

**Ключові слова**: *підготовка студентів, музично-педагогічні спеціальності, формування інтеграційно-педагогічних умінь, дистанційне навчання, ІКТ інструменти.*