

# Didactic Support of the Professional Skills Development of the Bachelors in the Area of Music and Digital Technologies

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## ABSTRACT

This article considers particular characteristics of the professional education of students-Bachelors in the area of music and digital technologies. It provides the examples of employment of the graduates, completed education in the pedagogical field with the specialization in music and digital technologies. It explains the meaning of practice, being “an indicator” of the developed list of students-Bachelors professional skills. It provides the substantiation of the structure of professional skills at the level of Bachelor educational process and with accountance of particular characteristics of the activities in the area of music and digital technologies: 1) personal experience; 2) personal qualities; 3) personal national distinctness. The content of each of the components correlates to different types of the student educational activities, content of academic disciplines, student social environment (educational group, practice base work collective), achieved level of professional accomplishment.

The practice assignment is substantiated in the quality of the didactic support of the professional skills development of the Bachelors in the area of music and digital technologies. There for, the examples of definitions of “didactic support” term, received from the scientific literature, are provided, the broad and limited contexts of this term are unfolded. The synonyms of “assignment” term are given in order to describe its common use both in the process of education and in conditions of production (for example, in a work collective). In order to substantiate assignments in the quality of didactic support of student professional skill development process, it is pointed at the following: correspondence to the main educational program; focus on the interdisciplinary integration; focus on the component-wise content of professional skills; practical relevance of assignment completion results for all parties-participants of this process. The examples of assignments are given, particularly: studying of professional and technical equipment, electronic databases, forums, websites and catalogues, making of the professional vocabulary-thesaurus; creation of practice base portfolio; watching the activities of practice base specialists, making of multimedia presentations, concerning the professional themes; self-determination with the education-applied and scientific-research theme direction (for the long-term perspective – for graduate qualification work execution).

**Keywords:** *personal qualities, music and computer technologies, practice*

## 1. INTRODUCTION

The system of professional education in Russia is in the state of implementation of the new generation of Federal State Education Standards, which main objective is the improvement of the skill model of specialist training [1,3,4,5,6,8,9]. Among all groups of skills, provided by the standards, the professional skills reflect particular characteristics of the future work activity to the largest extent. The development and substantiation of the list of professional skills is the prerogative of graduate chairs, i.e. exactly they have to maintain close contact with the

future employers of their students-graduates, and account all needs and desiderates, related to the educational process improvement for the purposes of accounting of the labour market and precise work collective needs.

The students-Bachelors of the music and computer technology specialization get prepared to the work in the institutions of additional and preprofessional education, secondary vocational education, culture and arts sphere institutions (concert organizations, community centers, youth activity centers, gifted children and youth centers, etc.), public non-profit organizations, sound

industry commercial organizations, musical show business, etc. That is why the management and the higher education teaching personnel of the graduate chair shall have complete representation of the particular characteristics, contents, technologies of the professional skill development and diagnostics. It is clear, that for the purposes of Bachelor professional skill elaboration, development and monitoring, it is necessary to analyze the complete future professional activity sphere of the Bachelors of music and computer technology specialization, summarize and phrase the required and sufficient (for professional activity) list of skills. It will help to focus efforts of the graduate chair and of the one, cooperating with it in the area of professional activity, on the task-oriented development of the Bachelors' professional skills.

However, the main issue doesn't refer to it, it refers to the fact, that the elaborated and scientifically substantiated professional skills shall pass approbation in the period of student practice activities. And then, the comments of superintendents of the students, based on the practice activities, and also of chair methodologists (as a rule, these are graduate chair and pedagogics chair methodologists) will demonstrably reflect the situation, related to the applicability and real relevance of the skills, elaborated by the chair. It is very important, because exactly the students' practice activity is that "indicator", which messages on the efficiency of the work of student professional training graduate chair.

For the purposes of diagnostics of the student professional skill applicability in the contemporary economic conditions of the Russian society development, various means can be used, for example, practice base employer, management and collective employees interviewing, student questionnaire survey, etc. A reliable mean of determination of the professional skill relevance and of the level of being mastered in it, is the use of didactic support. First of all, this support shall bear practice-oriented nature, i.e. its use shall have practical application for all parties of the educational process: students, graduate chair, allied chairs, practice bases.

## **2. TERMS OF REFERENCE**

Everything sated above determines the following in the quality of the objective: substantiation of practice didactic support as one of effective means of professional skill development of the students-Bachelors of music and computer technology specialization.

## **3. STUDY ISSUES**

For the purposes of assigned objective solution it is required to answer the following questions: what is didactic support of student-Bachelor practice activity? By which things shall we be guided at didactic support elaboration? What type of student practice activity didactic support is the most efficient and suitable for

the development of skills? Which criteria shall we observe at practice activity didactic support elaboration? In what things does the practical usefulness of practice activity didactic support elaboration reside for all its participants?

## **4. STUDY OBJECTIVE**

In the context of all reasonings stated above, the study objective resides in the elaboration and substantiation of the practice activity didactic support in the quality of a mean of development of professional skills of the students-bachelors, studying music and computer technologies.

## **5. METHODOLOGY OF STUDY**

For the purposes of assigned objective achievement, a set of study methods was used.

The following methods from the group of theoretical methods were used: analysis of philosophical, pedagogical, psychological and scientific-methodical literature, related to the study issue; modeling of pedagogical conditions and work-study situations; summarizing of the leading pedagogical experience, related to the issue, being studied; systematization; classification.

The following methods from the group of empiric methods were used: analysis of the documents, related to education issues, Federal State Education Standards, curriculums and academic discipline work programs of the "Music and Computer Technologies" Bachelor specialization, study guides, methodological materials; analysis of definition and terminological instrument; analysis of documentation without Bachelor practice activities; analysis, synthesis of empiric data, received in course of years-long pedagogical work; comparison; summarizing.

## **6. STUDY RESULTS**

The vocational education of the bachelors of pedagogical field of study and of music and computer technology specialization is based on the integration of a set of academic discipline block-modules: psychological and pedagogical, culturological, musical and historical, musical and performing, informational and communicational, technological [11]. Each of the academic disciplines of the listed block-modules is oriented to the development of the Bachelors' professional skills. Throughout all course of student education, the process of professional skill development is diagnosed, it is under the continuous supervision and control. The results of professional skill development monitoring and diagnostics at each stage of education process serve as the reason and grounds for correcting curriculum structure and academic discipline contents.

For the purposes of scientifically substantiated and correct execution of monitoring and diagnostics of efficiency of the Bachelors' professional skill development process, the component-wise content of professional skills has been elaborated: 1) personal experience; 2) personal qualities; 3) personal national distinctness. Within the fuller presentation, each of the components of professional skills is substantiated in the following manner. First component, experience, is considered in the context of the unity of knowledge, received by a student-Bachelor in relation to the academic disciplines of all block-modules, specified above. Respectively, this knowledge is as follows: psychological and age particularities of personality development, main psychology concepts, education approaches, pedagogical technologies, teaching and education methods and techniques; history of culture development, main ideas of the leading culture experts; musical notations, music terminology; history of development of musical art, music styles and genres, composer creative works, music works; creative achievements of the leading musician-performers and musician-teachers, theoretical foundations of the technical mastery (fingering, conducting); computer terminology, music and digital programs, sound acoustic nature and its characteristics, theoretical groundings of sound digitalization.

This component also includes the developing and enriching experience of the techniques, mastery, operations and actions, which are acquired by a student in all types of educational activities: educational, education-research, intellectual, project-based, artistic-performing, creative, production-technological (in particular, in the production process on the basis of practice activities). For example: the music-performing techniques and skills, analysis of music works, computer typing (of a text, musical notation), creation of multimedia presentations, sound digitalization operations, material scanning, work with music and computer programs (music scoring, adapting, sequencer ones), etc.

An important element of the first component is the experience of communication in the professional society, with the higher education teaching personnel and employees on the basis of practice activities, with course mates, with the studying community, etc.

The second component of professional skills is the personal qualities. The following refers to it: moral-ethical and humanistic value system and ideals, motivation-willed attitude to the study of chosen profession, creative initiative; person's dispositions and capabilities, responsibility and hard-working nature at studying academic materials, creative initiative; business style of communication in the work collective, capability of suitable evaluation of a problem and situation and of finding professional means of their solution.

The third component is the personal national distinctness, person's authenticity (according to Dal, V.T.), which appears in a person's capability to professional and personal self-determination, self-development and self-expression. The personal national distinctness appears in the authentic creative suggestions, unconventional

approaches of the assigned objective consideration, original solutions. The personal national distinctness is also the person's capability of the reflective activities, related to the evaluation of proper work, behavior among staff members, self-control and self-evaluation.

In the study, the substantiated component-wise content of professional skills has been taken as a basis at the elaboration of student-bachelor practice activity didactic support. The practice activity is the unique professional-educative space, in which the students test acquired knowledge, techniques, skill and operations, receive the experience of professional communication, analyze their capabilities and the level of educability for the purposes of assigned task completion, and, in general, their perspectives in the chosen profession. It is very important, that in conditions of practice activities, the interdisciplinary integration of knowledge, techniques and mastery, occurs.

For the purposes if didactic support substantiation, it is required to characterize this term. In the scientific literature the term of "didactic support" is studied within the scale of different contexts. In the wide context, the didactic support is considered to be the system organization of the whole education process (forms, methods, means, plan and standard, education-methodological and diagnostics components), the multilevel education technology, etc. In the limited context, the didactic support is studied with regard to personal qualities of the learners: skills, culture, readiness, etc.

In the scientific works, the didactic support is defined as follows: "informational, methodological and technological assurance of the process of education, which framework element if the content of education" [7]; "integral interaction of several components: education-methodological support, informational support, organization-managing support" [2]; "technology of the learners' personal development initiation, related to the neutralization of the expected difficulties, rendering prompt assistance, and preceding making correctives at the stage of priority life perspective selection" [10].

The education process didactic support consists of asset of means. That is why in course of elaboration of the didactic support of the process of development of professional skills of the Bachelors, specialized in music and computer technologies, the practice assignment has been chosen in the quality of such mean. The term of assignment is synonymous to such terms, as: task, lesson, exercise, mission, activity, related to the meaning, indication of establishment of something. All these terms-synonyms easily correlate to both educational context (student education process) and production context (work with the production staff members on the basis of practice activities).

In course of assignment development, the following positions were the original ones: 1) correspondence of assignment contents to the educational training program of a Bachelor in the area of music and computer technologies; 2) interdisciplinary integration of the contents of education; 3) correspondence to

the component-wise contents of professional skills: the level of experience, acquired by the students-bachelors to the period of coming to the basis of practice activities; developed personal and professional treats, and also capability to reflection and self-control; 4) practical significance of assigned task results for all parties of this process. The students of the first and second years of education took part in the study, that is why the didactic support has been elaborated for such types of practice activities, as education-introductive and education-research ones.

For the purposes of education-introductive practice activities, the following tasks have been elaborated for the students: 1) making a list of the equipment, inspected on the basis of practice activities (sound, lighting, video, projective ones, etc.), indication of its designation and functional characteristics (in writing); 2) representation of a printed copy of the review of music forums, websites, music store catalogues, news-related announcements, connected to the music life and culture events (at discretion of the student); 3) making of a professional vocabulary-thesaurus on theory and history of music, music performance, music and computer technologies; 4) studying of history, achievements, plan and main directions of the work, professional portfolio of the best specialists, perspectives and strategies for the purposes of the contribution of an institution/organization-practice base to the development of social and cultural and educational environment of a district, area, region; 5) making of a list of the programs-sequencers, special program computer assistance, electronic educational resources, used in practice of the institutions of music and artistic education multilevel system; 6) observation, talk and analysis of work of the specialists at all types and forms of the professional activities in organizations and institutions-practice bases; 7) provision of an article (thesis), related to the issues of electronic music presentation (with Power Point program) use in educational academic institutions of different types (in e-copy and in hard-copy); 8) creation of the multimedia presentation on a cultural, artistic figure (at discretion of the student); 9) making of a brief list of safety technique regulations at the work place of the specialists by precise types of professional activities at the practice bases (in writing); 10) representation of a dairy, containing observations on educational, non-academic work of a teacher-musician and in the system of additional education; making of a list of music-technical equipment, used by a teacher-musician in these types of professional activities; 11) student's selection of the type of professional activity, which is of high priority for him/her, and the formulation of the topic of education-applied researches within the higher education institution, made on the basis of it (course papers, messages, publications, graduate qualification work, etc.).

For the purposes of education-research practice activities the following tasks has been elaborated for the students: 1) formulation of a topic and plan of academic research; 2) material provision (scientific-research, education-methodological, program-standard, etc.) with the description of the national or foreign experience of application of information and communication technologies in the education process (in e-copy and in hard-copy); 3) study of the designation, functions and practical activity at the mixer board; 4) supervision, analysis and participation in holding lessons of the general and additional education, extended daycare groups: clubs, elective courses, etc.; discussion of the results with the specialists; 5) participation in preparation and holding out-of-class school-wide events with the learners according to the plan of educational activities of the educational institution (with methodological developments in e-copy and in hard copy); 6) creation of electronic presentation of the music and artistic subject matter (artistic portraits of composers, performers; characteristics of artistic epochs, styles, genres, directions of music; video sequence for the music work, etc.) with description of its objective, tasks and technology; 7) independent making of a list of music and computer programs and of opportunities of their application in the professional activities of a musician (teacher, performer, sound engineer, etc.); 8) creation of the multimedia interdisciplinary presentations; 9) analysis of precise workplace incidents with the specialists at practice bases; 10) observation over teachers' lessons (music, global art culture, literature, artistic works, choreography, decorative-applied art, informatics); 11) selection of the type of professional activity, preferential for a student, definition and correction of the topic of education-applied studies in the higher education institution (course papers, messages and reports at the conferences, publications, graduate qualification work, etc.).

Generally speaking, the precise practical meaning of the listed types of assignments for both of the parties – participants of the process of practice, resides in the following: 1) the employees of the practice base receive the material, made by the students (presentation, portfolio, etc.) and may apply it in their future activities; they learn the role of professional tutors, new for them, and, possibly, train the assistants for themselves for the future; they have opportunity to delegate part of their obligations to the students, etc.; 2) the graduate chair has a very useful opportunity of getting “a feed-back” from the employers, and correct the process of development of the students' professional skills in accordance with their precise demands; 3) the students themselves have an opportunity to get closer acquainted to their future profession and understand its particular characteristics.

## 7. CONCLUSION

The elaborated practice assignments have passed the successful years-long approbation within the educational process and proved efficiency in the development of professional skills of the students-bachelors, studying music and computer technologies, for their future labour activities. The theoretical and practical significance of the elaborated practice assignments, being a mean of education process didactic support, resides in the fact, that

they correspond to the component-wise content of the scientifically substantiated professional skills, and have precise practical meaning (application) for all of the parties – participants of the process of student practice activity organization (practice base, graduate chair, students themselves), because the results of executed assignments, in their turn, have precise applied meaning.

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