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**COMPETENCE APPROACH IN THE FORMATION
OF CHILDREN'S MOTIVATION FOR MUSIC LESSONS
IN PRESCHOOL EDUCATION**

Kulikova S. V.

Candidate of Pedagogical Sciences,

*Associate Professor at the Department of Music Art
and Methods of Music Education*

*Volodymyr Vynnychenko Central Ukrainian State Pedagogical University
Kropyvnytskyi, Ukraine*

Strelenko U. V.

Musical Conductor

*Kindergarten № 19 «Svitlachok»
Smila, Cherkasy region, Ukraine*

In the pedagogy of recent years, there has approved a new approach to understanding the essence of learning in the system of preschool music education as a well-organized interaction of a teacher with a child, aimed at achieving this goal.

In the context of the studied problem, the concept of «motivation for music lessons» is considered by us as a special motivational area, which is a system of incentives, the source of which are the needs, interests aimed at satisfying and achieving the goal of music activity [3].

The methods of activity obtained in the process of music education at different ages will further lead to the formation of children's competencies (generalized methods of activity), which will be used in any other activity and as a result – to form their motivation for music lessons. Certain competencies in accordance with their role in education underlie the choice of teaching methods, and since the competency approach in the education of preschool children (in this case – in music education) involves the mastery of children's skills in the complex, then teaching methods must be rethought.

It is believed that the basis of the competence approach is the concept of «competence» and «efficiency», the definition of which creates problems, both for their understanding and for understanding the concept of «competence approach». It should be noted that in scientific research the concepts of «competence» and «efficiency» are either differentiated or considered identical (L. M. Bolotov, N. D. Nikandrov, M. V. Ryzhakov, etc.).

English psychologist J. Raven considers competence as a specific ability that is necessary to effectively perform a certain action in a particular subject area and includes specialized knowledge, skills, ways of thinking and understanding of responsibility for one's actions [6, p. 245].

I. A. Zumniiy has a comprehensive classification of competencies, compiled on the basis of the category of activity, which the author divides into three groups:

- 1) related to a man as a person;
- 2) related to the social interaction of a man and the social environment;
- 3) relating to human activities.

There are several types of competencies in each group. The first group includes competencies: health; value-content orientation in the world of integration; citizenship; self-improvement, self-regulation, self-development, personal and subject reflection; meaning of life; professional development; language and language development; mastering the culture of the native language, knowledge of a foreign language. The second group contains the competencies of social interaction and communication. The third group includes competences of activity, cognitive activity and information technologies [4].

Thus, if competence is a requirement (norm) for educational training of a person necessary for his effective productive activity, then competence is already a quality (child's personality and minimum experience) [4, p. 35].

In the process of music education, children develop key competencies, the peculiarity of which is, in our opinion, that in preschool age the process of theoretical development of knowledge and its application is impossible to separate. This is primarily due to the fact that the formation of key competencies at this age should be based on activities, this requires more skills than knowledge of how to do it. According to O. M. Tubelsky, the essence of key competencies is in universal skills, which can be divided only conditionally into cognitive, communicative and activity [8].

Music lessons, which teach how to play musical instruments, are aimed at the aesthetic development of children. In the process of such classes, the inclusion of other activities is provided: listening to music, initial musical training, playing instruments solo and in an ensemble. It should also be noted that in the process of learning is the development of fine motor skills, psychophysical apparatus, breathing, sense of rhythm and musical hearing, which is very important for preschool children.

Getting pleasure in music lessons from the realization of basic needs of children (playing musical instruments, rhythmic movements, pantomime) promotes the harmonious development of the child, his emotional sphere, which determines personal self-improvement [8, p. 321]. The key competencies here mean a holistic system of universal knowledge, skills,

abilities, as well as experience of independent activity and personal responsibility of preschoolers.

The process of playing musical instruments (tambourine, rumba, harpsichords, bells, triangles, metallophone, derkach, maracas, rattles, etc.) is rightly correlated with the concept of «musical performance» – which is an activity related to understanding and interpreting the musical and artistic image, with mastery of special performing skills.

Regardless of the type of performance, the success of the performance will depend on the extent to which the preschooler has musical and performance competencies, free in the ability to understand and interpret the artistic image. This group of skills includes:

- the ability to emotionally perceive the musical image, which is manifested in the willingness to listen to music, emotionally respond to the nature of music, musical parts, sentences, phrases;
- the ability to understand (decode) a musical image, which is revealed in adequate emotional reactions to the nature of the musical work, in an effort to understand and feel the emotional color of the musical image;
- the ability to express an emotional attitude to the musical image, which is associated with the desire to reflect the results of perception of the musical image by available actions (verbally, in motion, while making music);
- the ability to interpret and create musical images in different types of musical activities, which is expressed in thinking about the nature of the future musical image, in search of adequate means of expression of the musical image [7, p. 252].

Thus, the formation of musical-performing competence in preschool children in the process of learning to play musical instruments should be aimed at the development of musical-auditory representations. When playing a melody on instruments, the child should have musical and auditory ideas about its pitch, rhythmic movement, remember it well, and so on. The result of the formation of musical performance competence should be the acquisition by children of knowledge, skills and abilities in subject areas: musical performance, theory and history of music, basic knowledge of the structure of classical musical forms and so on.

Thus, the competence approach in music education of preschool children affects the interdependence of increasing the level of motivation of children to music lessons from the level of formation of competencies in the field of music education.

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ДИСТАНЦІЙНА ФОРМА В МЕДИЧНІЙ ОСВІТІ. МОЖЛИВОСТІ ВИКЛАДАННЯ МОРФОЛОГІЧНИХ ДІСЦИПЛІН

Литвиненко М. В.

кандидат медичних наук, доцент,

доцент кафедри нормальної та патологічної анатомії

Одеський національний медичний університет

Нарбутова Т. Є.

кандидат медичних наук,

асистент кафедри нормальної та патологічної анатомії

Одеський національний медичний університет

м. Одеса, Україна

Звичним явищем сучасності стали дистанційне навчання і дистанційна освіта. З огляду на ритм життя і рівень розвитку суспільства, рівень розвитку техніки і технологій, вимоги до підготовки фахівців, їх комунікабельності, здатності до постійного підвищення рівня кваліфікації та безперервного розвитку, а отже конкурентоспроможності, дистанційне навчання стає невід'ємною частиною не тільки освіти, але також і професійної діяльності.

Поняття технологій образно можна описати, як процес виробництва чого-небудь корисного на основі використання знань, а основною функцією технології назвати впровадження теорії в практику [1, с. 132]. Таким чином, дистанційне навчання – це, відмінна від звичної нам