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Organization of Qualitative Education of Music Students in the Conditions of Distance Education

Yuliia LEBID[1],
Valentina SINELNIKOVA[2],
Tetana PISTUNOVA[3],
Veronika TORMAKHOVA[4],
Alla POPOVA[5],
Oksana SINENKO[6]

[1] Kyiv National University of Culture and Arts, Kyiv, Ukraine, yuliia.lebid@gmail.com ORCID ID: https://orcid.org/0000-0001-6114-572X
[2] Kyiv National University of Culture and Arts, Kyiv, Ukraine, valentinasinelnikova@ukr.net ORCID ID: https://orcid.org/0000-0001-9488-270X
[3] Kyiv National University of Culture and Arts, Kyiv, Ukraine, tetanapistunova@ukr.net ORCID ID: https://orcid.org/0000-0002-8418-9044
[4] Kyiv National University of Culture and Arts, Kyiv, Ukraine, nikusya2008@ukr.net ORCID ID: https://orcid.org/0000-0003-3821-0655
[5] Private Institution of Higher Education "Kyiv University of Culture" Kyiv, Ukraine, violin199611@ukr.net ORCID ID http://orchid.org/0000-0002-3007-2676
[6] Private Institution of Higher Education "Kyiv University of Culture", Kyiv, Ukraine, oxy_sinenko@ukr.net ORCID ID http://orchid.org/0000-0002-2715-542X

Abstract: The relevance of the chosen direction of research is determined by the need to improve the higher education system in accordance with the requirements of postmodernism (synergy of educational systems; non-linear construction of the educational process in order to take into account the needs of each individual, change in the nature of pedagogical interaction to ensure the symmetry of relations of all participants in the educational process, change in the status of knowledge and, as a result, the emergence of the need to improve professional competence throughout life, the orientation of education to actualizing the creative potential of future specialists, etc.). Based on the results of research by domestic and foreign scientists, the features of distance education, its advantages and disadvantages are established, which are taken into account in further scientific research. Required solutions in order to ensure high-quality distance education for music students, as well as identified topical issues: creation of an organizational model of distance learning; selection of appropriate means and tools, taking into account the peculiarities of professional training of music students, as well as substantiation of the system of methodological support of distance learning in accordance with the cycle of disciplines and the purpose of the educational program. It was noted that distance education makes it possible to introduce innovative technologies into the process of professional training of musicians, to build an individual educational trajectory, taking into account the needs of students.

Keywords: *Professional training, institutions of higher education, postmodernism, improvement of educational process, musical art, computer equipment, network technologies, software.*

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1. Introduction

In the era of postmodernism, the informatization of all spheres of life and the universalization of social relations, as well as globalization, provided the opportunity for free access to information, which is now the main catalyst for further development (Gerasymova et al., 2019; Nerubasska & Maksymchuk, 2020; Nerubasska et al., 2020; Onishchuk et al., 2020). At the same time, the requirements for human resources are changing. Employment of specialists depends not only on the system of acquired knowledge, but also on certain personality characteristics, in particular, the ability for self-development, constant updating of professional knowledge, the ability to find and analyze the necessary information, the ability to work in a team, find creative solutions to professional problems, etc. There is a need to systematically improve your professional level, to develop new professional skills. In this context, the relevance of distance learning is increasing, which allows you to meet any needs of students, reduce training costs and choose a schedule that is convenient for you. Now we are not talking about replacing traditional distance learning, but only its inclusion in the education system as a whole.

Every year, both in Ukraine and in the world as a whole, the number of higher education institutions introducing distance learning is growing. It is implemented by creating separate distance courses, supplementing academic disciplines with appropriate remote support, providing postgraduate education for adults, and the like. The educational environment made a significant step in this direction with the start of the COVID-19 pandemic and the introduction of appropriate quarantine measures.

Careful attention of scientists requires the issue of organizing high-quality training for music students in the context of distance education, since the process of professional training of future musicians includes the formation of such practical skills as playing musical instruments, singing, it is quite difficult to implement given the distance format.

The aim of the work is to determine and substantiate the features of the organization of high-quality teaching of music students by means of distance education, taking into account modern trends in the development of society.

2. Development of distance education in the context of postmodernism

Distance education was the object of scientific research by Bykov (2000), Dembitska & Kobylyansky (2015), Gurevich & Kademiya (2007),

Khutorsky (2005), Podlasy (1999), Tverezovska (2007), Zhaldak (2013) and other scientists, in whose works the methodological bases of distance education, its properties and conditions of functioning, pedagogical conditions of use of means of distance learning are defined.

According to scientists, a characteristic feature of distance learning is the independent mastery of training courses in accordance with a specific plan and the implementation of planned control activities, which are checked by the teacher (Vyshnevsky et al., 2014, p. 18). However, in the context of the development of computer technology and network technologies, it turned into "learning using computer telecommunication networks" (Adams, 2008, p. 69).

Now the methodology of distance learning is being formed and there is a need for its adaptation to the process of professional training, taking into account the field of study. According to Dembitska et al. (2020) distance learning has sufficient potential to improve or replace traditional types of classes in universities to qualitatively update students' research work, to optimize the implementation of independent work, term thesis and graduation work, final control, etc. In addition, it becomes possible to effectively implement innovative teaching methods (for example, design, game methods or situational modeling methods), which in classroom learning conditions was quite problematic, given the limited time of classes.

Shtykhno (2016, p. 491) sees the advantages of distance learning in the possibility of round-the-clock access to educational materials, the available support of the teacher during training both online and offline, the ability to attend video lectures, the use of virtual simulators and other technological findings to ensure quality learning.

It is worth noting that the conditions for the modern development of education in general and the need to introduce distance learning into the process of professional training are due to the global state of civilization, which began in the 70s of the last century and continues to this day. It is known by the term "postmodernism".

It is worth agreeing with the opinion of S. Symonenko (2016, p. 97), where he argues that the influence of postmodernism on higher education is reflected in the formation of the need to constantly improve one's professional competence, demonstrate the ability to non-standard, creatively approach solving problems, and prove to others that he is irreplaceable. In this context, a person will be a constant consumer of educational services, which is what modern universities should focus on.

In our scientific searches, we interpret distance learning as a special process of interactive interaction of all its participants using computer

technology, network technologies and software corresponding to the set goals.

Taking into account the foreign experience of introducing distance learning in the process of professional training, we consider the work of Burns (2011, p. 64), in which she, examining the issues of professional training and retraining of teachers, considers distance learning an integral attribute of modern education. In her opinion, it is impossible to provide high-quality professional training without the use of online courses, e-mentoring, webinars, webcasts, implementation of projects on cooperation between scientists from different countries and continents.

A number of scholars have expressed a warning regarding the introduction of distance learning into the vocational training system. They justify the use of distance learning as a complementary element of the classroom for selected groups of disciplines (Childs et al., 2005; Donnelly et al., 2012; McCutcheon et al., 2015).

According to Kim (2006), the existing developments in distance learning cause such important remarks: they are theoretical, not confirmed by statistical results, they are introduced quite sporadically, which does not give grounds to draw unambiguous conclusions about its effectiveness.

However, analyzing the modern professional experience of university teachers in quarantine conditions abroad, we can observe that there is a debate in the scientific community about the functional features and stages of creating a new generation of universities that meet the requirements of the fourth industrial era and the main attention is paid specifically to the distance interaction of participants in the educational process.

The first educational revolution is considered the emergence of organized education, the second - the emergence of schools and universities for certain groups of the population, in particular, in the field of law, technology and religion. The society went through the third educational revolution with the advent of technology for the production of printed books, as a result of which textbooks became publicly available. And while we are witnessing the fourth educational revolution, which is characterized by the influence of postmodernism and the digitalization of education (Orr et al., 2019). Postmodern tendencies that cause radical changes in higher education associated with the rejection of classical approaches to training specialists, maximum individualization of the educational process, emphasis on the formation of soft skills.

Xing and Marwala (2017) predict that a fourth industrial age university will be interdisciplinary and "virtual". The same thesis was voiced

by Matthews et al. (2021, p. 5), who see the prospects for the development of higher education in modern conditions of intensive development of technologies in setting long-term goals, taking into account the existing trends. The main characteristics of the new generation of universities are interdisciplinary research and the predominance of distance education means in the process of vocational training compared to classical education.

Some scientists, studying the conditions for optimizing distance education, arrived to a conclusion that the main way to ensure high-quality distance training of future specialists is the methodological support of distance learning developed taking into account the modern requirements of employers and specialists (Whalley et al., 2021, p. 80). According to these authors, this approach will require constructive cooperation of students, teachers and employers in order to improve educational programs and take into account the requirements and needs of each party in distance learning. In addition, we agree with the thesis that the basis for ensuring high-quality distance education is the introduction of progressive-open-constructivist approaches in pedagogy in accordance with the requirements of postmodernism and the use of active learning methods (Beetham, 2020; Krol et al., 2020; Whalley, 2019).

Limniou et al. (2020, p. 133) refer with a proviso to the active introduction of distance learning into the system of professional training of future specialists, because the use of technical means in the educational process contributes to an increase in the number of operations that they perform in the course of work. For example, while listening to a lecture remotely, students use social networks, view photos, publications, comment on them, and send messages. This leads to a deterioration in the perception of information, since a person has a limited amount of cognitive resources.

Coulter-Smith (2018, p. 4), by contrast, does not consider student attention shifting to be a disadvantage, as a number of scholars point to the importance of multitasking in the employment perspective, as areas arise where potential workers are required to switch between tasks every three minutes.

As a result, we have that there are different points of view on the implementation of distance learning in the process of professional training of future specialists. It is worth noting that no matter how criticized it is, distance learning is a requirement of the time. Therefore, scientific research should be aimed at ensuring the effectiveness of distance education (Dzikovska et al., 2014). At the same time, it is necessary to take into account the peculiarities of distance interaction with students, the introduction of active learning methods, and develop appropriate assessment

methods to ensure academic virtue. In particular, to ensure the technical side of this issue, such work requires the methodological support of university professors (Knight & Drysdale, 2020, p. 58).

Under the conditions of quarantine, a number of countries around the world were forced to switch to distance work, however, online learning is somewhat different from thoughtful and pedagogically effective distance learning, which meets the needs of students and future employers(Golden, 2020; Weller, 2020).

Considering the above, we will highlight the following features of distance education, which should be paid attention to in order to create a system of high-quality teaching of music students in the context of distance education:

1. In modern conditions of quarantine, distance learning received a new impetus to development, however, the overwhelming majority of classes were reduced to using online platforms (ZOOM, Googlemeet, Skype, etc.) for conducting classes and tools for creating tests to ensure final control. In this context, teaching according to the classical requirements of distance education is actually not distance learning. Further development is required by the use of modern technologies (peer-to-peer, Gamification, project training, etc.) and their implementation on the classic LMS (Learning management system) platforms, which make it possible to ensure the achievement of the set goals by means of distance learning with maximum consideration. features of vocational training.

2. Professional training in the era of modernism was linear, which now does not satisfy consumers of educational services. Postmodernism delegates the principles of nonlinearity and synergy to the educational system, which determines the fundamental subject-subjective interaction of its participants. Vakhovsky (2015, p. 19) argues that, despite criticism of postmodernism, it is impossible to deny its influence on the further development of higher education.

3. The effectiveness of distance learning has been proven if it is based on the use of active learning methods. It is not enough for modern students to perceive the information presented and reproduce it during the final control. They should be included in active cooperation and it is through her to receive knowledge, imitating the process of scientific research.

4. An important point in the creation of distance courses is to motivate users to acquire knowledge through distance education. The main factor of classical pedagogy determines the motivation for quality learning and distance education is no exception.

5. There is a different attitude to distance learning: from understanding as the only possible form of education, taking into account the modern development of society, to rejection for implementation in the process of training specialists of certain industries. To determine the possibility of ensuring the quality of the educational process of future specialists by means of distance learning, it is necessary to analyze the features of their professional training and the interaction of all participants in the educational process.

3. Ensuring the quality of the educational process of music students by means of distance learning

The features of professional training of music students at universities were considered in the works of such scientists as Bolgarsky (2015), Dvornik (2013), Gavrilova (2016), Guralnik (2013), Padalka (2010), Vilyunas (1976) and others. In the works of these scientists, methodological and methodical conditions for ensuring the professional training of future musicians, means of forming the creative development of a personality, the use of innovative teaching methods, etc. are determined and substantiated.

It is worth noting that until recently it was considered insufficient to use distance learning tools to provide high-quality music education for future specialists in creative professions. The introduction of quarantine measures prompted the scientific community to adapt pedagogical methods to achieve this goal, and the development of modern computer technologies made it possible to qualitatively update the professional training of music students in a distant environment.

The work of Dubovy (2019) is a shining example of what was said, in his dissertation research he proposed and experimentally tested the pedagogical conditions for the formation of independence of future music teachers in the process of professional training by means of distance learning. Afonina (2012) showed the experience of distance learning in a number of disciplines of the educational program for training students-musicians: solfeggio, organization of concert and touring activities, modern Ukrainian music, teaching methods of music-theoretical disciplines, Gavrilova (2017) - described the specifics of the development of distance learning of musical and historical disciplines on the example of the course "History of the Musical Art of Ukraine", Vasylieva (2017) - implemented the educational discipline "Analysis of Musical Forms" in a distance format, and Trius et al. (2012) - improved methodology for creating distance learning courses for future music teachers.

The results of the introduction of distance courses in order to form the professional instrumental-performing competence of students are given. Scientists have developed and tested the distance course "Basic Musical Instrument (Piano)" in a number of universities, the purpose of which was to update the professional training of future music teachers during the mixed learning.

Gavrilova (2016, p. 20) points to the emergence of new opportunities for teaching music students in a distance environment: the creation of a virtual space and tools for experimentation, the implementation of simulation and modeling of certain processes, ensuring interactivity of interaction, etc.

The mentioned studies confirm the possibility of effective use of distance learning for the purpose of professional training of industry specialists 02 "Culture and Art". Garbar (2001, p. 7) argues that one should take into account the statement that in the process of professional training of future musicians using distance technologies, it is necessary to take into account its diverse, multifunctional, poly-artistic and poly-aspect nature.

However, there is also the opposite opinion. The educational component of the training program for music students includes general disciplines (for example, philosophy of art, legal support of professional activity, philosophy of music, organization of concert and touring activities, etc.) and professional (in particular, choir, playing a certain musical instrument, singing etc.) training. Bondarenko (2020) notes that during individual music-making, the teacher analyzes not only the sound of a piece of music, but also the change in the position of the entire musculoskeletal system of the student. This approach allows you to prevent professional mistakes of a future musician (for example, improper placement of hands or the operation of the vocal apparatus), which affect both the performance of a musical work, and the appearance of occupational diseases in the future. According to the researcher, such adjustments are possible only with tactile contact between a teacher and a student and, accordingly, distance learning is effective only when studying certain theoretical disciplines. Professional training of vocalists, musicians, instrumentalists and a number of other specialists should provide for only the full-time format of interaction between the teacher and students.

Taking into account the above reasoning and our own experience, we believe that in order to provide high-quality distance learning for students of musicians, it is advisable to:

1) theoretically substantiate and develop an organizational model of distance learning for music students. The introduction of distance learning in various

educational systems, which led to the appearing of its various models. Accordingly, in order to ensure high-quality distance learning for music students, it is necessary to define goals and select possible models of distance interaction. Among them, such as training on the basis of one university (for example, courses of academic disciplines have been developed for full-time and part-time students), cooperation of various universities both within the country and abroad, autonomous distance courses, integrated distance learning based on multimedia programs, the creation of a virtual university. The choice of the model is based on the peculiarities of professional training of specialists of a certain specialty of the industry 02 "Culture and Art".

A number of domestic universities offer separate distance courses for music students. For example, this practice finds its application in the National Academy of Leading Cadres of Culture and Arts, Vinnitsa State Pedagogical University named after Mikhailo Kotsyubinsky, etc. However, in most cases, they are designed for part-time students and students of continuing education centers. To create an organizational model of distance learning for music students, it is necessary to determine the type of interaction (full-time or distance) at each stage of training, justifying the need for this interaction, its benefits and projected learning outcomes.

2) select the appropriate means and tools for the implementation of distance learning, taking into account the characteristics of the professional training of musicians.

We determine the means and tools in accordance with the organizational model of distance learning for music students created at the previous stage. The development of distance courses provides for the conduct of online classes, webinars, the creation of a database of electronic educational materials, test tasks, the definition of possible ways to assess the achievements of students and the establishment of feedback.

The development of distance courses requires from the teacher:

- study the characteristics of existing distance learning platforms (Blackboard, eLearning, Sakai, Server, Moodle, WebCT Campus Edition, WebCT Vista, WebTutor, etc.) in order to use the most suitable for achieving the goal;
- choose software that will maximally take into account the peculiarities of the professional training of music students;
- plan the filling of the distance course with appropriate materials and determine the types of distance work that will be implemented during the course.

When developing distance courses, the role of both the teacher and the student changes, which should be reflected in the content of education.

A teacher from a lecturer turns into a tutor, whose main task is to motivate music students to master the course, evaluate and correct their work.

To achieve maximum effectiveness of distance learning, we agree with the opinion of Sergienko and Franchuk (2011, p. 4) that students should be involved in the process of designing distance courses and take into account the possibility of group educational work, exchange of experience and opinions. Given this position, distance courses will be developed not as a set of specific material and tasks, but as a basis for further improvement of students in the chosen direction of work. The distance course will be the basis for building a further educational trajectory, taking into account the needs of the student. An interesting experience of such work is reflected in the publication by Dembitsky and Kobylyansky (2015).

The list of distance learning courses can include not only such theoretical disciplines as "Philosophy of Music", "Musical Culture of the Present", "History and Theory of Domestic and World Cultures", "History of Ukrainian Pop and Jazz Vocal Art", but also qualitatively update the teaching those disciplines that need solid practical work with students. In particular, creative master classes are presented in a distance format, related to the development of individual structural elements of musical art lessons (work with a song repertoire, musical perception, playing music, etc.).

The significant potential of distance learning tools is appeared in the process of participation in creative art projects, which can be individual, pair, group. Moreover, such projects can be organized both among students of various educational institutions and different countries.

We agree with the opinion of Provorova (2016, p. 84) that the use of distance learning opportunities not only contributes to an increase in the efficiency of the process of professional training of music students, but also provides an opportunity for students to evaluate their own activities against the background of the activities of others using modern multimedia technologies.

The main criterion for the selection of means and tools for the implementation of distance learning for music students is their compliance with the set methodological goals, versatility for the development of educational tasks of various types, the clarity of the interface for both students and the teacher, the availability of selected software for various operating systems and devices.

3) develop methodological support for the implementation of distance learning in accordance with the cycle of disciplines.

Distance learning causes the emergence of a special interaction between the subjects of the educational process, which are mediated by means of information technology. This brings about changes in the professional activities of teachers, which provide professional training for future musicians and give it a creative research character. To ensure the effectiveness of distance education, it is necessary to attract specialists from different fields. We are talking about cooperation between teachers of professional disciplines and specialists of computer technology.

There are fears in the scientific community that, due to the excessive introduction of distance learning tools, there may be a danger of "devaluation of the artistic and evaluative capabilities of the individual, his ability for individual choice", Padalka (2017, p. 35). This confirms the need for a well-grounded approach to updating the professional education of music students using distance learning tools.

It is worth noting that in the interaction of the music industry and computer technology, a new branch of music and computer technology has appeared. Its appearance is due to the capabilities of modern computers, which allow arranging, recording and editing scores, digitizing various sounds with subsequent processing, harmonizing ready-made melodies using various styles, etc. According to Filatov (2013), they are an important component of modern music education. In particular, Belikova (2018) and other musicologists note the need to introduce music and computer technologies into the system of professional training of music students, since they consider them a necessary addition to the traditional methods of training specialists in creative professions. This direction can be implemented precisely in the environment of distance learning. With the appearance of software opportunities, the further development of distance learning for music students will be conditioned for full-fledged educational communication.

4. Conclusions

The results of the study allow us to conclude that it is advisable to improve the system of professional training of music students by means of distance learning. Professional training of specialists in the creative industry requires updating teaching methods, taking into account the modern conditions of society development. First of all, we are talking about ensuring the effectiveness of the final result of training.

Distance learning, depending on the set pedagogical goals in the process of professional training of students-musicians, can be implemented both as an accompaniment to the academic discipline, and in the form of

separate training courses, depending on its characteristics. Additionally, the use of distance learning ensures the activation of the cognitive activity of students, allows you to design an individual educational trajectory.

However, the current quality of the introduced distance learning for music students depends on the readiness of teachers to implement it, as well as the readiness of students to study in the context of distance education.

It is substantiated that the system for ensuring high-quality distance learning for music students should include an organizational model of distance learning, distance learning means and tools selected for a specific specialty, as well as methodological recommendations for the introduction of distance learning in accordance with each cycle of disciplines.

Taking into account the prospects for further research in the element-by-element development of a system for ensuring high-quality distance learning for music students, we see the establishment of relationships between them and certain organizational and pedagogical conditions for the implementation of this system for students of specialty 025 "Musical Art".

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