

Formation of Value-Semantic Competence of Students in the System of Additional Education in Musical and Performing Activities

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Abstract—The changes taking place in modern education determine the competence approach in the choice of targets, the educational process at all its levels. Accordingly, in planning the results of training and education, representing a wide range of formed competencies, it is necessary to take into account the peculiarities of both professional and personal growth of students. As a priority this article discusses the value and sense of competence as a universal, philosophical. Based on the analysis of musical and pedagogical literature and educational practices in the system of additional education, particularly of children's art schools opened their culturologically potential, identified value ideas and guidelines for students and teachers as a whole in the world of music, and music performance activities. The study substantiates the relationship of values and meanings of musical and performing activities of students, their organic unity from the point of view of the formation of human culture.

Keywords—*formation; value-semantic competence of students; musical and performing activities.*

I. INTRODUCTION

The pressing problem of Russian education, which carries out the socio-cultural order of the state and society, in modern socio-cultural conditions is the humanitarian component of the education content. The most important task of education, as noted in the article "Russia: the national question") Vladimir Putin, "to give everyone the absolutely mandatory amount of humanitarian knowledge, which is the basis of self-identity" of each individual student. In unison with this, in essence, the program provision, the provision of the Federal law "on education in the Russian Federation" that education should focus on "the education of not only literate, but also a cultural member of society, which takes care of the historical heritage, natural resources and social values" [10].

In solving this problem, a huge role is given to the system of additional education, the mission of which is the formation of value-semantic competencies in students, personally and socially important for independent life, in which the system of relations will be dominated by emotional and volitional qualities as a means of building life guidelines in accordance with true values and meanings. Such a guideline is education as the highest value-education for life and education through life, which ensures the individual's life and professional success. According to academician A. G. Asmolov, in the system of additional education, as a variable, students are given ample opportunities to test not common, but other, original ways out of various situations of uncertainty and ambiguity in culture. Ultimately, this process stimulates personal self-development [4, p. 6-8].

Music as sensual sphere, as the most universal and democratic art reflecting the human attitude to the surrounding world, based on a wide palette of musical expression is able to convey and recognize the beauty of human relationships, the true life values. In this regard, a special role is given to the teacher, who is characterized by a humanistic orientation of pedagogical activity, a deep understanding of his socio-cultural mission in the organization of leisure activities of students, including musical performance [9]. In musical activity independent practical steps of students in performing interpretation of the author's original work on the basis of its artistic, aesthetic, spiritual and moral value understanding are checked.

II. LITERATURE REVIEW

In modern education, the orientation from the "educated person" to the "person of culture" (V. S. Bibler) becomes a tangible trend. It implies an increase in the role of the value of culture, giving it a strategic character.

Today the person of culture is considered as the purpose and means of spiritual and moral formation of society, preservation in its valuable bases of domestic social and cultural traditions. An invaluable role in this belongs to education, in which the younger generation is involved, in particular, additional education, the dominant of which is to provide individuals with unlimited opportunities for creativity, scientific research in a wide range of activities, free from traditional regulation (obligation, differentiation, evaluation, etc.) of school education.

The problem of the study reflects the real picture of the children's art schools educational activities.

First, today musical performance is experiencing a time of searching for harmony of live performance of music, that "author's chastity", which is already a value in itself, embodying the world of feelings and experiences of the composer, his deeply personal attitude to life and its phenomena. And at the same time, electronic, digital performance flooded the stages, halls, classrooms, and children's art schools were not left aside. There is a problem of search of parity and priority in musical performance: not instead of "live", and together with "live".

Secondly, the problem of the repertoire is aggravated by the fact that children are often offered the performance of far from children's, not by age, works, which is especially characteristic of vocal performance, when the lyrics for the child are incomprehensible, they do not live both emotionally and in meaning.

Thirdly, the dominance of technical innovations that allow to perform music in a wide variety of electronic musical instruments, instead of real, close to the nature of music.

On the way to solve the first problem is the problem of performing interpretation-the preservation of artistic value, spiritual and moral foundations of a musical work. The second problem raises the question of educational psychological and pedagogical essence of value-semantic content. The third problem requires a solution according to the formula "not instead, but together", according to expediency, when genuine art comes to the fore.

III. RESEARCH METHODOLOGY

Additional musical education of children, realizing the priority ideas of personality creative development, is based on the following provisions:

1. The student in the choice of musical and performing activities has the opportunity to choose the pace of learning and forms of providing the results of their training on an individual program.

2. Focusing on the personal abilities, needs and interests of the student, additional education is aimed at identifying, developing, strengthening and supporting the potential that each child is gifted with to varying degrees.

3. The student has the opportunity to freely self-identify and self-actualize. In music classes, the child has a sense of freedom due to the ability to meet their needs in a variety of types of musical performance - singing, playing musical

instruments, movement (rhythmoplasty and plastic intonation). Such freedom in the future begins to be realized as a resource of the student creative self-determination in the activity, in the manifestation of his individuality, he begins to solve problems in his own way, based on his individual abilities. It follows that freedom is free creative self-realization.

These ideas are reflected in a concentrated form in the main goal of modern education, aimed at the development of students of those properties and characteristics of the personality of everyone involved in the educational process, which are needed as a person and society, and which allow to be actively involved in socially valuable activities. Note that the semantic dominant of this goal is a harmonious unity of society interests and interests of individuals on the basis of making the assertion that the knowledge and skills in a chosen activity aimed at the harmonious development of emotional, cognitive, value-based, volitional and physical sides of their personality. Let us relate this to the provision of article 2. Federal Law on education 273-FZ, " education-activities aimed at personal development, creating conditions for self-determination and socialization of students on the basis of socio-cultural, spiritual and moral values... "[10].

The research base for the solution of problems of students value-semantic competence formation in the system of additional education in musical performing activities comprise the following approaches: axiological and competence as basic, necessary for the disclosure and characteristics of key concepts of the study – "axiological competence", including in the aspect of musical and performing activity of students; culturological approach necessary to substantiate the conformity to culture musical and performing activity of students in the system of additional education; a regional approach to facilitate the identification of values is musical-performing activity in the context of the prevailing artistic and aesthetic traditions of students ethno-cultural environment.

These approaches allow us to consider the theoretical and practical issues of the study from the position of its value priorities and socio-cultural meanings.

The study was conducted in accordance with the principles of axiological, cultural and ethnocultural, humanization and personal orientation, the ratio of the ideal and the real.

The main methods in the study identified the following:

- theoretical-analysis of philosophical (disclosure of the basic concepts of research in a broad philosophical and cultural aspect), psychological and pedagogical (justification of theoretical and practical provisions of the competence approach, determination of the component composition of students value-semantic competences) literature, state documents in the field of education;

- empirical-observation and analysis of the educational process results, a survey of additional education teachers, conversations with teachers and students, pedagogical experiment.

IV. RESULTS

In the field of psychology and pedagogy, K. H. Abulkhanova-Slavskaya, A. G. Asmolov, A. N. Leontiev and

others made a great contribution to the development of the human axiology problem.

The scientific view of A. N. Leontiev is drawn to the need to recognize the objective meanings of phenomena, things, objects and their personal meaning. It explains the objective meaning of value when it is able to serve socially significant activities and achieve any goals. This acquires a personal meaning and becomes a personal value when it is associated with the individual needs and goals of the subject. Just as the psychological analysis of needs necessarily transforms into the analysis of motives, the analysis of motives transforms into the analysis of values as a feature of motivating factors. The sequence of motives degrees corresponds to the hierarchy of values, since the system of motives is a projection of the personality value structure. The carrier of value is the object of need, since it differs in some properties that made it suitable for meeting this need, that is, makes it valuable and necessary in connection with this activity [7].

This study is based on the definition of axiological competences as a key and as a universal, the A.V. Khutorskoy – "competence in the field of philosophy, associated with values of the student, his ability to see and understand the world, to navigate it, to understand its role and purpose, to be able to select target and semantic installer for their actions and deeds, to make decisions" [11, p. 58-64.]. Based on this definition, the value-semantic competence of students in musical and performing activities are enriched by the personal context. It is revealed that the communication of students with musical art, which stimulates creative and cognitive motives, transforming interest into need, plays a key role in musical performance. In this process, a stable motivation and selectivity for a particular piece of music is formed on the basis of an emotional and valuable attitude to it, an understanding of music through the prism of moral and aesthetic values.

In pedagogical influence and interaction of the teacher and the pupil, respectively joint activity of teachers with children, the valuable relation to the executed musical product develops. In the course of such activity, according to N. E. Shchurkova, "the content of interaction is transformed into value, if the object of interaction is seen as value and relation to value" [12, p. 28]. And that is important, above all for teenagers, precisely in this age expands attention to problem values imaginary and genuine in conditions direct communication with musical art in performing activities, harmonizing his relations with the world.

With an emphasis on personal meaning – "existence for itself", meaning that man gives his world, the importance given to the activities of its subjects. This is the main thing that brings a certain direction to the activity, and, ultimately, is moral. "Personal meaning is a specific type of subjective relations realized at the theoretical and evaluative level, affecting the entire system of cognition, including its deep components" [1, p. 29].

Emotional relations as the relationship of personality to value objects through emotions, feelings, experiences, human needs have been studied by a number of scientists: A. K. Anokhin [2], B. I. Dodonov [5], A. N. Leontiev [6]. Analyzing

their works, we can say that the emotional attitude assumes the motivational side of the activity, makes favorable the overall background of interaction with the value object and therefore is often decisive in choosing the nature of musical activity.

The regulatory role of emotions may be revealed involving the analysis of the "personal sense" category (A. N. Leontiev [6]), with the elucidation of the emotional phenomena role in the structure of semantic entities and the process of meaning.

A. N. Leontiev's approach is important in the development of the position on personal meaning and its connection with emotions. Studying needs, motives, he points to the dual function of motives: to excite, direct activity and give activity a subjective meaning. In his opinion, it is only in internal systemic relations that objective meanings are transformed into "meaning for the subject", that is, into "personal meanings". Personal meanings connect meanings with the reality of the subject's very life in this world, meaning creates the partiality of human consciousness.

Formation at pupils of the valuable relation to musical and performing activity promotes formation in them of the corresponding personal qualities necessary for development of the valuable relation to a musical work.

Value attitude or value choice is a multi-level process. In accordance with the opinion of I. V. Aranovskaya, the first level is considered by us as neutral-passive, i.e. initial (the first impression of music occurs). Here, students can not yet accurately determine the nature of music, Express their attitude to it, without connecting the music with personal life experiences and events. This is due to the fact that students have little musical-auditory and artistic experience [3].

At the second conscious-effective level, the student can already give a verbal description of the musical image, he develops imagination, there is an interest in the performance of this music, expands musical-auditory experience and knowledge, interest, judgments, experiences are revived; he is ready for co-creative activity.

The highest level is characterized by a creative attitude, readiness for creativity based on the manifestation of curiosity, independence, resourcefulness, initiative. At this level of formation of the value relationship assessment and self-assessment coexist continuously.

Thus, the analysis of scientific literature has shown that the basis of understanding and acceptance by students of the musical art values as personally significant is emotional and intellectual awareness of the connections of these values with their own lives. There are of the person relation development motives to the world caused objectively-historical conditions of his life at the level of consciousness and the relation. According to I. Y. Lerner, "consciousness as a relation is the meaning that reality has for a person, reflected in his consciousness" [8].

Development of meanings is a product of activity motives development, development of motives is defined by development of consciousness. Thus, we note that the formation of students' value-semantic competence in musical and performing activities is an important condition for the

development of students spiritual culture, that is, it contributes to the formation of consciousness value-oriented components, activation of aesthetic consciousness (needs, interests, tastes) core elements and their conscious implementation in socially significant activities.

V. DISCUSSION

Researches of scientists-philosophers, teachers, psychologists, culturologists testify to the relevance of the students value-semantic competence formation in the system of additional education in musical and performing activities.

The value-semantic competences of students in the system of additional musical education on the example of performing activity are considered in the main structure of the studied phenomenon – worldview (life, humanity, nature, truth, citizenship), moral (good, justice, freedom, honor and dignity, cooperation, tolerance), socio-cultural (beauty and harmony, sustainable interest and respect for the diversity of cultures), personality-forming (work, family, health, mind). In the context of music education, they are defined as meaning-life values that fully correspond to the nature of music itself. Thus, the study, actualizing the problem raised in it, contributes to the goal of additional education humanization.

Conversations with teachers, observations of musical and performing activities of students of three DSHI (learning and public performance) showed the formation of students value-semantic competencies according to the following criteria:

- the ability to formulate their own values in relation to music as an integral part of life;
- possession of self-determination methods in a situation of choice based on their own positions (decision-making, responsibility for actions based on the selected target and semantic settings);
- implementation of individual educational trajectory taking into account the requirements and norms of the curriculum.

VI. CONCLUSION

The problem of students value-semantic competence formation in the system of additional education in musical and performing activities is considered in the context of the provisions of the Russian Federation law on education, which puts forward as the most important principle – "emphasis on the education of not only literate, but also a cultural member of society, which takes care of the historical heritage, ...and social values" [10], as well as in the context of the additional music education modernization, its focus on the creative development of students through musical performance activities, when this activity is based on the development of creative intelligence, freedom of interpretation, personal perception of music.

This provision substantiates the goals, content, spiritual, moral, artistic and aesthetic vectors of value-semantic competencies of each student of music, the formation of which provides personal development as a person of culture. The implementation of the cultural conformity and individualization principles in the musical and educational

process corresponds to the orientation of education on the development of students' spiritual, moral and emotional-volitional qualities, which are the value bases that help to build such a system of relations, where values and meanings act as reliable orinters in life.

In this context, the study can serve as a material for teachers-musicians to develop individual educational programs, creative projects in the field of children's musical performance.

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