

7. THE INTEGRITY OF THE LESSON OF MUSIC EDUCATION THROUGH MUSICAL – DIDACTIC TECHNOLOGIES

Marina Caliga²⁴

Abstract: *The education reform in the Republic of Moldova has triggered an intense process of reconceptualization of music education, curriculum reform, reassessment and restructuring the content of education. In the context of the quick modern changes, the aim of the musical pedagogy is to form the creative personality in the new conditions. The development and improvement of education, based on the changing requirements of society to personality, and the transformation of the student into an active subject of his own development integrated into society involves the use of educational technologies and methods, which ensure efficient activities for teaching, learning and assessment. This study describes the modernization of the musical and pedagogical technologies which contribute to the integrity of the lesson of music education through principles, strategies, methods and techniques.*

Key words: *music-didactic technology, lesson of music education, logical-artistic integrity*

Introduction

In the new orientations of education the problem of student-teacher interaction is a fundamental one. In this context it is obviously necessary to transform the education in a student-centered educational system that focuses on the level of development of the student's potential by applying modern technologies. Now that the education system faces methodological problems, the new human values should be exploited using the *technological* dimension of training and education. In the educational science and practice there is a contradictory situation, when on the one hand, educational technologies are used in many ways, but on the other hand, the problem of the integration of educational technologies is still insufficiently studied, not being correlated with the development of the student's personality.

The great challenge of pedagogy, outlined by G. Văideanu [13] and M. Ionescu [8] by moving the focus from teaching to learning, from informative to formative, from training to education, becomes the main target of education. "The changed role of the teacher from that of being the main source of transmission of knowledge and information for students, to becoming a collaborator to the students, a colleague who is also involved in the process of cognition, is correlated with the gradual transition of students from passive receivers of information and knowledge, to active builders of their own training" [9].

In this context it is necessary to transform education in a student-centered educational system, integrating appropriate technologies, which focus on the level of development of the student's potential. The analysis of this concept from the point of view of the theory of education emphasizes the ability to apply scientific principles to solving the scientific problems of pedagogy.

²⁴Lecturer, Doctoral Candidate, „Alec Russo” State University from Bălți, Republic of Moldavia, caligamarina@inbox.ru

The Researched Problem

Currently the technological approach in education is developing at the level of pedagogical theory as well as in the practical application of educational processes. The term *technology* comes from the Greek *techne* - art, craft and *logos* - study, science, theory. Over time, the meanings of these terms have changed: *technical* means all the procedures used in the practice of a profession, science or arts, *technology* means the science about the methods and means in a particular field. The term *technology* is constantly used by teachers-scholars and by teachers-practitioners.

Moreover, it became a visiting card of modern pedagogy at the end of the XX century. Using this concept in educational processes was a way to increase the efficiency of the educational activity. M. Călin points out that becoming an indicator of maturity with respect to the relationship between science and education, between educational processes and teaching technology, the original meanings of the terms "*technical*" and "*technology*" acquire a new treatment [4, p. 171-180].

The evolution of this concept in the science of education certifies the integration in educational processes through system approach: being integrated through techniques, strategies, principles, methods, educational resources. The problem of modern *educational technologies* was the research topic of the following scientists: D. Patrașcu, S. Musteață, V. Mândăcanu, V. Guțu, G. Rudic, G. Văideanu, I. Nicola, N. Bucun etc.. *The technologies of literary and artistic education* are reflected in the works of Vl. Pâslaru etc.. *The technology of developing training* is characterized by V. Davidov and D. Elconin etc.

The following scientists have conducted research on the essence and perspectives of applying educational technologies: Mândăcanu I. Bontaș V., Vl. Gutu, M. Mahmutovic, G. Ibragimov, B. Bepalico S. Anderson, M. Meyer, B. Skinner etc. D. Patrașcu makes the following generalization: "*Technology* means a thorough study of human experience expressed through formal and non-formal elaborations of man's activity and his interaction with the environment - *technology* should be seen as a means of human activity" [11, p.17].

According to N. Bucun, S. Musteață, Gh. Rudic and others, *technology* is treated as a system integrated into education in several ways: pedagogical (or educational) technology integrates the transdisciplinary objectives through methods and procedures; didactic technologies integrate the objectives in curricular fields; instructional technologies integrate the general objectives of the discipline, the specific objectives, the operational objectives through forms, methods, means, etc. [3, 188].

Vl. Pâslaru defines *educational technologies* in the epistemological sphere: "Technology is the means, the source created by man in order to move the object to the subject and the subject to the object - the driving force of the subject-object-subject interaction in education [12, p.126-128]. Adapted to pedagogical terminology, the concept of *technology* has generated the appearance of new directions of theoretical development and practical application in the field of teaching and education.

Pedagogical technology may be defined as the "pedagogical science" applied in different contexts, according to some objectives of maximum generality, which refer to the implementation and improvement of educational projects. S. Cristea treats *pedagogical technology* from two perspectives: of *the theory of education* and of *the training theory*.

From the perspective of the educational theory, he highlights the ability of pedagogical technology, which is approached as system and as process. From the perspective of the training theory he highlights the operational capacity at the level of didactic methodology (planning and implementing the curriculum, using pedagogical material, applying knowledge, etc.) [11, p.28].

At present there is a tendency to integrate pedagogical technologies into a pedagogical system in which the means of training contribute to making the training process more efficient. I. Cerghit mentions: "The technology of training includes the whole process of forming objectives, of renovating plans and programs, of evaluating pedagogical systems" [5, p. 55]. In this sense "project of teaching/educational technology" integrates the teaching activity through objectives, content, methods which are approached as system and as process.

I Bontaş expresses the view that "didactic technology" represents the theoretical system of achieving concrete and effective teaching and learning through methods, means and forms of didactic activity [2, p.143]. "Educational technology involves an organizational machine for which the elements making up the system are not meaningless but are applied in an integrated way, have a significance of continuous change" [1, 94].

G. Văideanu analyzes the concept of *educational technology* from an integrative system perspective, covering "all methods, means and ways of organizing learning" [13, p 201]. According to V. Mândăcanu *educational technologies* express the effectiveness of an educational strategy, which integrates curricular subdomains [10, p 172]. A systemic approach in treating the concept *educational technology* belongs to the Russian scientist B. Bepalico who defines it as a project of a pedagogical system implemented into practice.

By pedagogical system the scientist means all the methods and processes. The researcher outlines the essence of educational technologies from integrative perspectives: the integrated use of educational technologies reduce failures in the teaching-learning process, focusing in such a way on an anticipated design of the education process; educational technology integrates the structures and contents through didactic activities; the technological process becomes a key issue; the principle of integrity integrates the educational process [14, p.6].

The scholar M. Mahmutov explains *educational technology* as a "paradigm" referring to the instructive/educational process, involving integrities between the activity of the teacher and of students [15, p.5]. Investigating the concept of *technology* in education has no continuity without the relationship technology - methodology. The reason of investigating and analyzing technology through methodology comes from the need to integrate science with teaching practice.

As is known, any educational concept is systematized through actions. D. Patraşcu argues that methodology is not used in isolation, but it is integrated

into a system [11, p 31]. From here we can say that *technology* is a pedagogical system that has several positions: conceptualization, succession (disintegrating a process in several stages), efficacy; verification (of procedural technology, methods and procedures) etc..

"Contemporary pedagogy has become "mature" by applying technologies that are specific to the learning process. The correct interpretation of *pedagogical technologies* results from the specific feature of training and education" [11, p 19]. The research undertaken by I. Gagim highlights the following: "If pedagogy, in general, is a science but also an art, it will definitely become an art ... the pedagogy of art.

Any area of human cognition follows ways that are specific to the given domain. Teaching musical art will have an artistic character, based on the nature of this art" [6, p 5]. As stated by Vl. Babii "The progressive concept of the organizational culture of the education system is that of "*technology*", which is integrated into another concept – that of efficiency of musical and artistic education" [1, 94].

In this context we consider it important to point out E.Poleacov's idea that "technology in the field of music education is a global phenomenon. Methodology is based on a method and on a system of methods. In the musical-pedagogical processes, the method represents a means which integrates these processes in dynamic-integrative systems"[16, p 374-378]. From the perspective of the curriculum, we conclude that the integrality of a discipline is a science with principles, forms, means, specific technologies. "But any teaching is at the same time an art - when theory becomes practice" [7, p 67].

I.Gagim points out: "Although music pedagogy widely applies general didactic methods such as explanation, narration, illustration and so on, methods of music education offer the music lesson some content which is specific for the artistic domain. Applying original methods or methods with a lot of originality deepens the communication between the student and music, contributes to entering the inner substance of music, transforming it from an external act into an inner act"[6, pp. 40-41].

Thus, the curriculum perspective requires some methodological reconciliation between the psychological and social dimensions of education, between the informative objectives and formative objectives of education. Figure nr.1 represents a possible model which reflects the integrality between the school curriculum for the discipline music education and the educational technologies characteristic to the discipline:

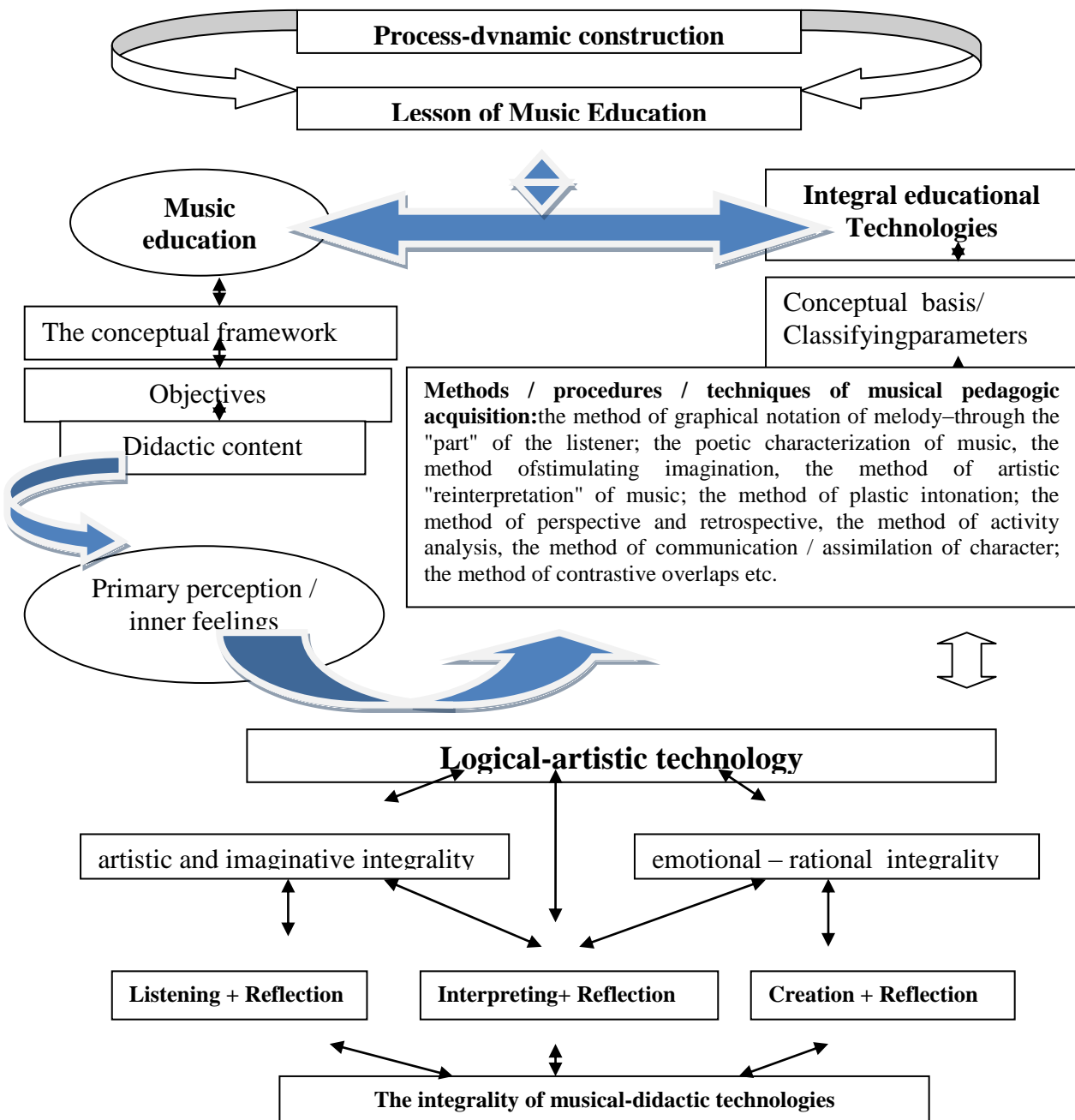


Figure nr.1. A possible model of the integrality of music-didactic technologies

The process of music education dictates some specific technologies for achieving this problem. From the perspective of our research we suggest a possible model of didactic technology which is specific to music education. This model is based on the following categories:

The informational-communicative category integrates the processes of accumulation and transmission of information by the teacher to the students at the lesson. It is very important for this transfer to be done in an artistic-communicative form. The communication through music-pedagogical structures has several elements: motivational, semantic-content, communicative-interpretative etc.

The motivational element – the teacher’s perception of the mechanism of musical-pedagogical communication. The inclusion of this element in musical-pedagogical structures is a complex process, as it deals with systematizing the

individual spheres with the emotional values of the teacher at the lesson through a "communicative field," solving problems of artistic communication, penetrating all the levels of the psychological state of a teacher-musician. The motivational element has two functions: *content function*—it integrates the system of reasons, which determines the teacher's artistic-communicative action, and *dynamic-process function*, which reflects these reasons.

The semantic content element is based on artistic communication, which reflects the aim of the lesson of music education.

The interpretative-communicative element—in this activity process, the element carries a communicative-artistic character and helps the teacher to feel and perceive the emotional state of each student and of the class as a whole. This element focuses the students' attention at the lesson, i.e. it integrates their emotional state in communication through the art of sounds (I. Gagim's idea that "students bathe in the great music"). The teacher should always be careful to communicate with the students through the art of music, about music, and only based on music.

The artistic-constructive category: this construct occurs at the lesson when the attention of the students and of the teacher integrates with the art of sounds. The goal of this artistic construct is to get the students' attention through emotions and feelings. Solving this complex problem will depend greatly on the teacher's professionalism and pedagogical skill. The success of this process will be seen when the teacher himself/herself will be deeply moved by the musical work that is proposed to the students. This category solves a number of musical-pedagogical problems: generalization and updating the knowledge gained through the music experience of students, achieving the conceptual-creative drama of the works that are studied etc.

The artistic-analytical category seeks the integrality of the reverse reactions of the music-pedagogical communication between teacher and students through the musical works that have been studied. It has the following functions: **artistic and imaginative integrality**, which helps the teacher and the students to reach inner feelings of music from the primary perception of the music work; **emotional-rational integrality** — the integrality of inner feelings with external feelings, systematized through logical-artistic spheres. This complex process is expressed by "the musical pedagogical composition of the teacher, which is compared to a musical-pedagogical creation"; internalization of the melodies that were heard, i.e. interpretation in thought.

Conclusion

Didactic technologies represent a complex procedural phenomenon. The educational contents are under a constant creative change, but the curricular standards indicate the extent to which educational objectives are achievable by integrating the teacher's work into continuing education, and the student's work in self-knowledge and self-improvement. In this respect, the school should apply the new educational technologies with maximum efficiency. Integrating educational technologies in formative education requires the school to focus on

the development of thinking, thereby selecting contents, methods and forms of training and evaluation, i.e. to develop the didactic technology which develops a specific learning style with lasting effect.

In the context of the research, the integrality of the musical-didactic technologies refer to integrating music-educational technologies. The integrality of musical-didactic technologies will monitor the lesson of music education through a process-dynamic design. Having researched the essence of didactic technologies in music education we have come to the following conclusion: didactic technologies determine the structure and content of teaching/learning activities that need to be performed by the teacher and the students.

References

1. Babii V. Teoria și praxiologia Educației musical-artistice. Chișinău. 2010
2. Bontaș I. Pedagogie. București: Internațional. 1998
3. Bucun N., Mustață S., Guțu V., Rudic G. Bazele științifice ale dezvoltării învățămîntului în R. Moldova. Chișinău: Editura Prometeu, 1997
4. Călin M. Procesul instructiv-educativ. Instruirea școlară. (Analiză multifuncțională). București. Ed.: Didactică și pedagogică. 1995
5. Cerghit I. Metode de învățămînt. București: E.D.P. 1976
6. Gagim I. Fundamentele psihopedagogice și muzicologice ale educației muzicale. Autoreferat științific al tezei de doctor habilitat în baza lucrărilor publicate în pedagogie. Chișinău. 2004
7. Granețkaia L. Tehnologii didactice de analiză interpretativă a imaginii muzicale în procesul formării pianistice a profesorului de muzică. Teza de doctor în pedagogie. Bălți. 2008
8. Ionescu M. Demersuri creative în predare și învățare, Editura Presa Universitară Clujeană, Cluj-Napoca. 2000
9. Ionescu M., Bucos M., (coordonatori). Tratat de didactica modernă. Editura Paralela 45. București
10. Mândăcanu V. Bazele tehnologiei și măiestriei pedagogice. Chișinău. 1997
11. Patrașcu D. Tehnologii educaționale. Chișinău. 2005. Tip. Centrală
12. Pâslaru V. Repere metodologice pentru elaborarea unui curriculum al educației literar-artistice. În: Tehnologii educaționale moderne. P. III: Cercetarea pedagogică. Chișinău. 1994
13. Văideanu G. Educația la frontiera dintre milenii. București. Ed. Politică. 1988.
14. Беспалько В. Слагаемые педагогической технологии. 1989
15. Махмутов М. Педагогические технологии развития мышления учащихся. Казань. 1993
16. Полякова Е. Педагогические закономерности. Становления и развития личностно-профессиональных качеств учителя музыки. Минск. 2009