

## Integration of the Educational and Didactic Systems in the Training of Future Teachers

 Inga E. Rakhimbaeva<sup>1</sup>,  Aleksandr A. Korostelev<sup>2</sup>,  Indira A. Shakirova<sup>3</sup>,  B. Ayshwarya<sup>4</sup>, 

Phong Thanh Nguyen<sup>5</sup>,  Wahidah Hashim<sup>6</sup> and  Andino Maseleno<sup>7</sup>

1. Saratov State National Research University, Russia.

2. Togliatti State University, Russia.

3. Kazan Federal University, Russia.

4. Kristu Jayanti College, Bangalore-560043, India.

5. Ho Chi Minh City Open University (HCMCOU), Vietnam

6. Institute of Informatics and Computing Energy, Universiti Tenaga Nasional, Malaysia.

7. Institute of Informatics and Computing Energy, Universiti Tenaga Nasional, Malaysia.

### Abstract

The article presents an integrative approach as the main organizational and constructive component of the professional training of a future teacher-musician, which is undoubtedly relevant at the present stage of the development of education. Professional training of future teachers-musicians is considered as a sequence of actions in the unity of its components, such as theoretical, practical, methodological and cultural studies. The author considers the implementation of an integrative approach in such areas as interdisciplinary integration, integration of activity in educational, professional, research, socio-cultural activities, integration of educational and didactic systems. Interdisciplinary integration provides for the establishment of interdisciplinary connections, which activates mental activity, increases the scientific level of education, develops cognitive interest, ensures the perception of a holistic picture. Integration of activity in educational, professional, research, socio-cultural activities allows you to activate creative abilities, to realize all the functions of learning. The integration of educational and didactic systems allows influencing the professional training of future teachers-musicians both as a pedagogical factor and as a social factor.

**Keywords:** integration, integrative approach, professional training of the future teacher-musician, interdisciplinary integration, integration of activism, integration of educational and didactic systems.

### Introduction

In modern conditions of development of higher education and the introduction of federal state standards of the third generation (FGS 3 ++), the focus remains on the need to form a creative personality of a teacher-musician, the main purpose of which is to organize effective work with students in accordance with the intellectual needs of society. This is possible when building professional training of a future teacher-musician based on an integrative approach.

It is well known that the integrative approach (M.N. Berulava [1], A.Ya. Danilyuk [2], N.Yu. Postalyuk [3], etc.) plays an important role in the professional training of future teachers-musicians, which provides effective conditions for in-depth study of disciplines and professional development. The results of the implementation of the integrative approach are the systematization of knowledge, the integrated application of knowledge, skills and possessions, the strengthening of the cognitive activity of students, the achievement of the goal, performance.

Therefore, the study of the integrative approach as the main organizational and constructive component of the professional training of the future teacher-musician is relevant at the present stage of development of education.

### Methodology

Integration and the possibilities of an integrative approach to increasing the effectiveness of professional training of specialists have recently increasingly attracted the attention of researchers. So, V.N. Maximova believes that integration is a multi-level, holistic study and means of human development, individuality [4].



M.A. Nikolaeva, considering the integrative approach in the process of forming professional competence of students - future advertising specialists, notes that it is important to present integration as a means of obtaining new quality of training through reflection in the substantive multidimensionality and polyfunctionality of the professional's future tasks [5]. The researcher stresses that the use of an integrative approach increases the effectiveness of students' training, given the interdisciplinary, intradisciplinary, interpersonal and intrapersonal levels of integration [5].

Of interest is the study of the integration of the disciplines of the humanitarian cycle as a way of forming general cultural competencies. In this case, we are talking about different ways of integration, such as the establishment of interdisciplinary connections in the course of studying one topic, the creation of interdisciplinary cases, etc. [6].

V.D. Purin made a significant scientific contribution to the development of problems in the professional preparation of a music teacher based on the application of the principle of integration in the pedagogical process, noting that the principle of integration in pedagogy should be understood as scientifically grounded, organic interpenetration of various fields of knowledge in the form of individual (point integration), several (block integration), many in the aggregate (integrated integration) - associations, symbols, categories, etc. [7].

A.V. Nasedkina and O.A. Kornilov considers the large role of interdisciplinary integration in the development of the professionalism of the future teacher-musician. They believe that the relevance of the integration of musical theoretical knowledge, psychological and pedagogical knowledge and performing skills is due to the need to form a holistic perception among students of the entire system of professional knowledge and skills [8].

Based on the works of scientists who consider the use of an integration and integrative approach in the pedagogical system of vocational education, it can be noted that the implementation of an integrative approach makes it possible to combine science and culture as the basis for obtaining new knowledge, giving birth to personal and cultural meanings. In this case, according to A.F. Malyshevsky, the educational process should be built on artistic models, where the image of a person is connected with culture, intuition with logic, knowledge with experience [9].

Let us turn to the next aspect of the problem under study and consider the main components of the professional training of future teachers-musicians: theoretical, practical, methodological, culturological.

In the opinion of researchers, the division of vocational training into various types is advisory in nature, since they are all interconnected. For example, it is too difficult to separate methodological and theoretical training, since the basis of theoretical training is methodological and one cannot exist without the other. Practical training is impossible without a methodical one, since it involves the use of methods of cooperation in the conditions of school work.

Very important in the aspect of the problem being analyzed is the addition made by N. B. Krylova. She believes that the professional training of future teachers should be strengthened through cultural studies, the purpose of which is the formation of values and various types of student experience [10].

Theoretical training is the process of mastering knowledge and expanding the range of interests of students. Theoretical training of future music teachers involves mastering such knowledge as knowledge of the essence of the processes of training and education, their driving forces and laws, principles, methods and forms of their organization, etc.

In practical training, the whole complex of knowledge is gathered and the formation of skills and knowledge of the basics of professional activity in the process of real pedagogical activity of students in educational institutions is carried out.

Methodological training is one of the most important tasks of professional training of a future teacher-musician. It is not enough for a modern music teacher to have practical experience and theoretical knowledge gained in his student years, the teacher needs to turn to scientific theoretical knowledge, to master the methods of scientific and pedagogical research.

Methodological knowledge, knowledge of the logic and methods of scientific and pedagogical research, basic research approaches and skills is the fundamental basis that throughout the whole pedagogical activity helps the future specialist to understand various innovations, concepts, new



educational technologies, programs for the development of educational institutions in a huge number of proposed him for implementation in professional activities.

Thus, the professional and pedagogical training of the future teacher-musician is a multi-component system that includes, on the one hand, autonomous, and on the other, interrelated types of training. The autonomy of the types of training determines their substantive component, and the common goal, principles, unity of internal organization, active interaction between themselves and the external environment gives them integrative integrity.

## Results

The purpose of this article is to identify the main ways of implementing an integrative approach in the professional training of future teachers-musicians, aimed at achieving a high level of readiness of future teachers-musicians for professional activities. To achieve this goal, it is important to analyze the latest research on the topic chosen by us, identify the features of the organization of the process of training future teachers-musicians and determine the main ways of implementing an integrative approach.

We consider the implementation of an integrative approach in such areas as interdisciplinary integration, integration of activity in educational, professional, research, socio-cultural activities, integration of educational and didactic systems.

Interdisciplinary integration provides for the establishment of interdisciplinary relationships, which allows to study different disciplines agreed and activates mental activity, increases the scientific level of education, develops cognitive interest, ensures the perception of a holistic picture. All this contributes to the deepening of the relationship between the disciplines.

The implementation of an integrative approach in the pedagogical orientation of subjects consists of special knowledge of aesthetics, psychology, pedagogy, physiology, performance skills and teaching methods. The core in the work of a teacher-musician is the implementation of musical and aesthetic education by means of organizing the musical and educational activities of the teacher himself and the educational and professional activities of schoolchildren.

The use of knowledge of various subjects helps the process of integrating education, improving the quality of vocational training through mastering the artistic and scientific picture of the modern world. This helps future music teachers to comprehensively use the knowledge gained and adequately evaluate the phenomena being studied.

For this, the teacher-musician must use innovative methods and techniques, as well as select thematic material that has educational value.

Integration of activity in educational, professional, research, socio-cultural activities as a second direction allows you to activate creative abilities, to realize all the functions of educational - educational and professional teaching; developmental - research; educational - socio-cultural activities that are in constant relationship.

The use of an integrative approach contributes to the systematization of educational and professional activities, strengthening the research focus, which forms the dynamism of thinking, the creative activity of future teachers and musicians.

Socio-cultural orientation is also important in the training process, because it helps future music educators understand their place in the education system in the field of culture and art. This is an important goal of the entire system of vocational training and enrichment of students with a system of general cultural values and attitudes (NB Krylova [10], LN Stolovich [11], etc.).

The next direction for the implementation of an integrative approach, we consider the integration of educational and didactic systems. These concepts are now becoming more common. Education can be represented as the management of the process of personal development through the creation of conditions necessary for this. At the same time, the educational system is not limited only to the pedagogical system. This system is both psychological and pedagogical, and social and pedagogical, i.e. it influences others not only as a pedagogical factor, but also as a social factor (through inclusion in the environment, through the relations that develop between children, teachers, parents, leaders, through the psychological climate that allows uniting children and adults).



In the process of working on the problem and relying on the works of V.I. Zagvyazinsky [12], V.V. Kraevsky [13], V.A. Slastenin [14], we have identified various principles of integrative learning that can be applied to the process of students' training, and become the basis for the organization of the process of the development of training for future teachers-musicians.

The principle of integrity is defined by the very basis of integration, which is aimed at achieving unity between the components of the pedagogical process and the formation of an integrated pedagogical training system through the formation and strengthening of the interrelations of various activities of future teachers-musicians in the process of professional training.

The principle of the correlation of integration and differentiation is determined by the fact that these processes are closely linked. So the process of integration, as the process of interpenetration and interconnection, is expressed through unity with the process of differentiation - separation.

Recent studies (TS Borodina [15], E.Yu. Sizganov [16], and others) emphasize that as a result of the processes of integration and differentiation, an integrated educational system is taking shape. At the same time, differentiations determine the tasks and functions of each component (in our study, the professional training of future teachers-musicians), and integration does not simply unite all tasks and functions into a single whole, but fills them with new qualitative features. Integration and differentiation are closely interrelated and interdependent [15].

The principle of multilevelness is based on the fact that in its development the integration process goes through several levels, which represent the emergence of previously unrelated constructs of new integrative blocks, which are characterized by increased orderliness, deepening of their interconnections, unity of parts, and the emergence of new system properties [17].

For the professional training of future music teachers, we have identified the following principles of preparation: the general didactic principles of teaching (the principle of systematicity and consistency); reflecting the specifics of vocational education and special organizational and pedagogical principles (orientation and science) that act as normative requirements for the organization of the vocational training process (the principle of unity of training and education of the personality of a professional).

Identifying features of the organization of professional training of future music teachers, it is important to note its main forms and methods.

The following forms are most effective in professional training of future music teachers for professional activities: individual (independent work, consultations, creative projects); group (seminars, workshops, creative workshops, scientific circles, master classes, colloquiums, conferences); frontal (Olympiads, performing competitions, concerts, festivals). An individual lesson occupies one of the central places in the process of professional preparation of a future teacher-musician and solves the problem of technical difficulties, theoretical preparedness and practical training, which cover a long period. Such classes include a discussion of a variety of practical materials developed by students (arrangements, selection of musical works, instrumentation, notes), analysis of teachers' work plans, solving pedagogical problems, creating and solving pedagogical and artistic-creative situations. All forms of teaching in pedagogy are interrelated and interdependent.

Also in the course of professional training of a future teacher-musician such forms as excursion, competition, festival, concert, club, club, music room, exhibition, expedition, round table, forum, symposium and others can be used. These forms are not provided by the curriculum and are mainly voluntary for students. But both research scientists and practicing teachers note that they significantly increase professional interest and cognitive activity, create conditions for the growth of positive professional motivation [17].

A feature of the professional training of the future teacher-musician is also the use of both general teaching methods and methods of art pedagogy [20].

In the scientific literature (V.V. Kraevsky [13], I.Ya. Lerner [18], MN Skatkin [19], etc.), teaching methods that are quite universal and are applicable in teaching various academic disciplines are considered as general didactic. The central place in teaching at the university is occupied by the research method, which involves building the learning process like a research process, carrying out the main stages of the research process in a simplified and accessible form.





Methods of art pedagogy developed in the development of artistic pedagogy. They differ from general-edictic ones and are characterized by direct contact with reality. Such methods include the methods of play, dramatization, theatricalization, emotional drama, polyphonic activity, creative tasks, artistic-figurative situations, etc.

Improving the level of training on the basis of an integrative approach will be more effective if the unity of external, internal and integrative conditions is observed. At the same time, the external conditions include the expansion of the framework of the professional educational space, which allows for self-development through the interaction of future teachers-musicians with other subjects of educational activity and taking into account their individual emotional and creative capabilities, which are the main designer of the development of an active and cognitive personality. Internal conditions are presented by us as the focus of subjects on vocational training and the implementation of the creative activity of students in the process of vocational training. Integrative condition we define as the formation of professional experience of future teachers-musicians.

## Conclusion

The use of an integrative approach in the professional training of a future teacher-musician plays an important role in the modern competence paradigm of education, since makes it possible to combine all components of vocational training into a single whole, which complements and expands the capabilities of each component of the overall system. This allows you to use all the possibilities of vocational training, introduce special courses and training on the basis of the principle of integration into the programs of university education, the inclusion of future teachers-musicians in pedagogical and cultural-creative activities that allow them to gain practical experience in all areas of their future work on the use of all components of an integrative approach in the professional training of future teachers-musicians.

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