A Study of the Problems of the Readiness of Music Teachers of Children's Musical Schools and Children's Schools of Arts for the Process of Learning to Play Keyboard Electronic Musical Instruments

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Abstract: *The development of information education environment has led to the expansion of electronic libraries, information repositories, reference books, various video, audio-, photo materials, music archives, etc. The process of work and learning in the environment is aimed at gaining experience with a lot of information, ability to analyze, select and apply the necessary information for self-development and learning. The acquisition of such experience is extremely important for a teacher of modern children's musical schools, children's schools of arts, This paper is devoted to highlighting the issues of this issue*

Keywords: *Children's Musical Schools, Children's Schools of Arts, Information Educational Environment; Music Teacher; Music Computer Technologies; Keyboard Electronic Musical Synthesizer; Additional Education for Children; Advanced Training Courses*

1. Introduction

The One of the main tasks of a teacher in an information educational environment is the ability to acquire and apply the necessary knowledge in accordance with personal needs, goals, and problems. The learning process is organized as a result of the joint activities of the teacher and the student, and in this case, preference is given to innovative teaching methods aimed at mastering universal actions (cognitive, value-oriented, practical, communicative), as well as at discovering knowledge and explaining phenomena (problem-based learning, project method, "French workshops", "debates", "case study", portfolio, etc.) [1; 3].

2. Information Educational Environment

In the study of the issues of preparing a music teacher of the system of additional education of children for professional activity, the information educational environment acts as the main condition and means of activities – training, education, self-development, self-improvement. As noted earlier, the main goal in the new environment is the ability to acquire and apply the necessary knowledge in accordance with personal needs, goals, and problems. The process of working and learning in an environment is aimed at gaining experience working with a large amount of information, the ability to analyze, select and apply the necessary information for self-development and learning. By changing the composition and structure of resources, communications, and management, it is possible to build and create different environments, adapting them to specific groups. At the same time, the quality of the information educational environment is determined by the quality of its content, the quality of social relations in it, and the quality of integrative links between the subject and social components of the environment [2; 3].

3. Information Educational Environment

For example, I.M. Osmolovskaya identifies such properties of the medium as:

diversity (the availability of great educational opportunities stimulates activity, increases motivation, and gives freedom of choice);

dynamism (variability, flexibility);

tension (the presence of a positive emotional field as a result of the organization of the educational process);

sufficiency (characterizes the boundaries of influence, relative independence and individuality of the environment) [4].

One of the important properties of the environment, as noted by E.O. Ivanova, I.M. Osmolovskaya, is the interaction of subjects of education – *interactivity*. First of all, it is an opportunity for the student to interact with the elements of the environment in order to achieve goals - to solve educational tasks in a new way. Interactivity helps to realize the learning properties of information and communication technologies, such as the creation of favorable conditions (adaptability); the possibility of additions or changes (productivity); creating your own educational product, individual problem solving (creativity) [4].

Interactivity is also associated with *communication skills*, the ability to communicate with an interlocutor face to face (subject - subject), as well as with the help of information and communication technologies (subject – ICT learning tools). Information and communication technologies provide:

– subject-to-subject interactivity: videoconferences (synchronous interactivity); e-mail, chat, forum, blog (asynchronous);

– subject – ICT-learning tools interactivity: multimedia programs: text, audio, video, photo, etc.

Various aspects of the structure of the information educational environment have been reflected in a number of studies. Thus, the didactic characteristics of the educational process in the information educational environment are revealed in the monograph by E.O. Ivanova, I.M. Osmolovskaya [4]:

1) *Flexibility*. The environment has a flexible structure and a set of learning tools that vary depending on the educational technologies used. In fact, the information educational environment of the lesson can be considered as a kind of constructor, from the elements of which the teacher can create its variants to solve the set educational tasks. In this case, the teacher's methodological skills are determined by the ability to form different versions of the environment, depending on the specifics of the content and educational tasks of mastering a particular educational material.

2) *Openness*. It is provided through the interaction of the environment with the information and educational space. Unlimited resources allow you to organize variable training that meets the needs of participants in the educational process.

3) *Integrity*. Due to the internal unity of the elements of the environment, the logic of the deployment of the learning process is ensured: the planned educational results and the related activities of the teacher and the activities of the students are determined. It is designed taking into account the content of the educational material, optimal teaching methods and methods that contribute to the achievement of learning objectives.

4) *Polyfunctionality*. This is due to the fact that the environment can be a source of knowledge and at the same time contribute to the organization of various forms of independent cognitive activity of students.

5) *Interactivity*. The ability to interact with the elements of the environment to achieve their positive goals.

4. Summary and discussion

Summing up the above, it should be noted that the highlighted properties of the information educational environment and the listed didactic characteristics of the educational process in the information educational environment make it possible to identify such important elements of the environment as the integrity and interrelation of its components. It is these components that ensure the integration of information and communication technologies into the educational process.

We consider the information educational environment as a multicomponent integrated system in which the main thing is the integrity and interrelation of its components.

Considering the issues of forming an information educational environment as the main condition and means for preparing a teacher-musician for professional activity, information and educational interactions are

highlighted as the main object. The organization of these interactions makes it possible to form the necessary competencies most effectively. Modern scientists define these types of interaction based on the concepts of three fields of sciences: computer science, pedagogy, psychology [2; 3].

Thus, with this approach, these interactions are carried out in such aspects as:
- − *information technology* - resources, presentation of material, information;
- − *psychological* - communication, interaction, assistance to the subject;
- − *educational* - education, preparation.

Therefore, the information educational environment in which the training of a musician teacher will be carried out will be considered within the framework of the identified basic concepts.:
1. *Resources* (informational educational resources, information, training content).
2. Communication (professional community).
3. *Management* (training is managed by the system of additional professional education).

In these aspects, educational and informational interactions are being built for the organization of education and training of subjects of the educational process in the field of general, additional and professional music education, as well as in the field of training a teacher-musician in the system of additional education for children and youth who carry out their professional activities in institutions of additional education for children. – Palaces and Houses of Creativity for Young People, Centers for Creative Development and Humanitarian Education for Children, and various other educational institutions in our country, where various forms of additional education for students are implemented and where various teaching methods and technologies are actively used using a professionally oriented information educational environment (see [6; 7]). At the same time, it is important for a music teacher to be involved in this information educational environment [5].

5. Conclusion

Of particular importance is the possibility of using the information educational environment in the system of inclusive music education. For example, the staff and graduate students of the scientific and methodological laboratory "Music and Computer Technologies" have been conducting research for a long time aimed at identifying the possibilities of such an environment for creating conditions and organizing a high-quality educational process aimed at training musical teachers, scientific and pedagogical staff who possess appropriate teaching methods for children and adults with disabilities health (see for more details, for example, in [8; 9]). Such opportunities are opening up thanks to the rapid development of professionally-oriented software and hardware for music and computer technologies used in a wide variety of fields and directions related to musical art and music education. The possibilities of musical programming and modeling of the process of musical creative work based on modern music computer technologies allow us to build the educational process taking into account the most diverse needs and characteristics of participants in the educational process, including students and teachers with special educational needs and disabilities.

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