

Music Computer Technologies as a Unique Dialogue Platform for the Development of the Spiritual Potential of Students

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Abstract: *The article is devoted to the discussion of the role of the subject "Music" in secondary school and the consideration of the "super-task" and the role of a music teacher in the upbringing of the younger generation in modern conditions. The authors analyze the main tasks and requirements that are imposed on a contemporary music teacher, focusing on the need to search for new forms and formats of music lessons that can interest and motivate students, actualizing the manifestations of their creative potential and active immersion in the musical and educational processes. The authors also present the results of pedagogical experience in using the Telegram messenger in music lessons for educational purposes and an analysis of the process of pedagogical activities in the Telegram channel created by the author of the article to work with students of secondary schools, where one of the factors influencing the formation of an effective level of interest of students is the integration of music with other areas of subject knowledge and academic disciplines.*

Keywords: *Art, High-Tech Technological Informational Educational Milieu, Information Technology, Meta-Subject, Music, Music Computer Technologies, Music Teacher's Super-Task, Musical Education, Musical Pedagogy, Spirituality, Telegram*

1. Introduction

High-tech technological informational educational milieu imposes new requirements to the organization of the educational process at school. A contemporary teacher should not only provide effective educational activities in the classroom, but also develop skills in students that can be used by them in the future to shape their life path.

Given the growing importance of music and its application in various spheres of human life, the music lesson can be a unique dialog platform for the use of modern technologies to improve the effectiveness of the learning process and the education of spirituality of students in various educational institutions in our country. In this regard, the role of the music teacher who owns a wide arsenal of modern information-technological means of organizing the educational process, is one of the priorities in the structure of developmental and educational activities of the teaching staff of the general educational institution. The school of the 21st century determines the need to use new means of conducting a music lesson, organizing new types of educational activities based on the multifaceted use of digital educational technologies [1; 2].

2. Music Computer Technologies (Mct) as a Contemporary Effective Means for Advancing The Quality of Musical Education on All Levels of The Educational Process

The advanced technological informational educational milieu requires the search for new approaches and principally new systems of teaching. Innovational musical pedagogy is at present connected with the use of music computer technologies (MCT) – a modern effective means for advancing the quality of musical education on all levels of the educational process. The authors analyze the processes of informational support which transform the environment of musicians' professional activity. Emphasis is made of the necessity for changes in the activities of the music teacher and the content of musical education in connection with the application of digital educational resources. Music computer technologies (MCT) and the introduction of devices and methods of interaction on the internet into the educational process are examined as possible means for formation of the professional and informational competency of the professional musician. MCT are irreplaceable tools for becoming familiar with the high artistic musical culture of the educational process for various social groups and also a unique technology for carrying out the inclusive pedagogical process for teaching music to people with limited abilities.

And it may be said with good reason that a more active approach to these ideas would also bring new fruitful theoretical and practical results in the sphere of musical education and upbringing [3-8], including the connection between traditional forms of music education and information technologies in the educational process.

There is no doubt that results of research work in these directions may be organically included into a more complex and fundamental integrative model of musical system (at more length see: [9; 10]), as well as their application to other research disciplines (e.g. general system theory).

3. Music Lesson Should Encourage Students to Self- Reflection as A Form of Human Mental Activity Aimed at Comprehending Their Actions

Art education is an important component of personal development, which allows a person to discover his or her creative potential, develop a sense of aesthetic perception, enrich the inner world and improve the quality of life. Teaching art allows developing the ability to express oneself through aesthetic forms, increases the level of culture and education, helps to learn to see the beauty of the surrounding world, creates a sense of harmony and develops a sense of beauty in various manifestations of everyday life.

However, art education can become useless if a utilitarian approach is applied to the process in the form of complex, abstract explanations that students do not understand, when the teacher constantly operates with "heavy" terms that require special professional knowledge.

A music lesson in a comprehensive school is a lesson where pupils can also reflect on the origins and history of art, the history of their country, their small homeland, immerse themselves in analyzing a situation accompanied by their self- reflection. A properly organized music lesson should encourage students to self-reflection as a form of human mental activity aimed at comprehending their actions, as well as the entire human culture, its foundations. A music teacher at school, using modern means and forms of lesson organization, can motivate students to "the ability to understand themselves, to look at their actions, feelings and emotions from the outside and on their basis draw conclusions in order to move on, constructively living different life events", as N. Hort, the author of a telegram channel about self-knowledge and conscious learning [11] states in the article "Self-reflection: how to learn from your mistakes and be happy". The important role of reflexion and self-reflection in the educational process from the psychological point of view is discussed by E. I. Kuzmina in her article "Freedom of Creativity and Determinism". The author explains: "The role of reflexion is extremely important for achieving freedom. Thanks to it a person realizes himself as a person, individuality, subject." [12, p. 22]

For our work, the opinion of V.I. Solovyov, who noted the necessity of establishing one's own spiritual center, is also interesting and guiding the research in this regard. He distinguished three relations of the subject to itself as the bearer of consciousness: "First, we mean our original indivisible or integral subject <...> Second <...> our separate conscious life - the manifestation or discovery of our spirit <....> Thirdly, we can reflex or return to

ourselves and affirm ourselves actual, as a single subject, as a certain "I" <...> this return to ourselves, reflexion on ourselves or affirmation of ourselves in its manifestation is actually what is called self-consciousness." [13, p. 92]

In the context of our study it is also important to form in the process of pedagogical activity a correct understanding of the terms "beauty" and "harmony" in various aspects of their manifestations and in the relationship between music and other subject knowledge received by students in the lessons of history, literature, fine arts. This approach is widely used by us in the development of music lessons for students at the basic level of education (grades 5-9 of general education school).

Nowadays, a modern schoolchild is constantly under the influence of various technologies and is surrounded by new forms of information exchange. This strongly influences the psychological and cultural image of the child and positions him/her as a consumer of media culture. At the same time, there is a certain gap between the interests of modern schoolchildren and the content of traditional music education.

Most students have difficulties in understanding how the musical culture they are introduced to by their school music teacher can be used in everyday life.

Typically, curricula are aimed at developing skills in playing musical instruments and knowledge of special terms, but today's students expect more than that.

Thus, it is useful to understand and recognize the fact that the school subject Music should meet the demands of modern children. Educational programs should take into account the cultural and sociological environment of schoolchildren, as well as reflect the real needs and interests of children. For this purpose, it is necessary to constantly modernize the ways of presenting educational material that meets the needs of a modern school, and, in particular, the subject of "Music" as a unique dialog platform for using modern information technologies to develop the spiritual potential of students.

In a special way, we note that the educational process at the music lesson is aimed at developing the perception of beauty in its various manifestations, which helps to form the personality and creates prerequisites for the spiritual development of the personality of the student.

4. Triune Pedagogical Task

When developing the educational content of a music lesson, it is important to consider the solution of the triune pedagogical task: educational - developmental - educational. It is also important to plan the achievement of meta- subject knowledge of students, which they receive as a result of learning.

Learning Objective. To achieve learning objectives in the subject Music it is possible to organize various forms of work: individual lessons with the teacher, group classes for the development of social skills, independent work with educational materials, creative assignments, etc. The important element is the testing of knowledge and skills through testing, control work, project presentations, concerts, etc. An important element is the verification of knowledge and skills through testing, control works, project presentations, concerts.

Developmental Objective. Music allows to develop creativity, analytical skills, as well as to improve a student's auditory perception and concentration.

Educational Objective. Music contributes to the formation of personal qualities of a pupil, including attentiveness, discipline, respect for cultural heritage, for oneself and others. The teacher can organize discussions on various topics that contribute to the actualization of various forms of formation of the child's personality, for example: the role of folk music traditions in the life of modern society, the social significance of music, etc. The teacher can also organize discussions on various topics that contribute to the actualization of various forms of formation of the child's personality. It is important to create a cozy and creative atmosphere in the classroom; students should feel comfortable and confident in expressing their musical ideas and creative ideas.

More than at any other time, the subject Music today is on the threshold of the need for change and renewal: music education should not be limited only to the ability to play an instrument or sing, it should help students to develop the spiritual side of personality and teach them to appreciate creative and aesthetic possibilities. A modern music teacher is able, using the full potential of his/her subject area and modern digital and music computer technologies (MCT) [14; 15], to solve the most important tasks of spiritual upbringing and comprehensive education of the younger generation of our country.

In this regard, we consider the concepts of "teacher's super-task" and "music teacher's super-task", the relevance of which is undeniable due to various manifestations of specific forms of interaction (depending on the specific circumstances of a particular group of participants in the educational process in a particular educational institution) and interaction within various groups of people representing various educational and public organizations and taking part in various forms of interaction within our society as a whole. The super-task of a music teacher, in our opinion, is to help his students understand that music is not only the art of creating sounds and melodies, but also the ability to convey feelings and thoughts, contributing to self-immersion and self-analysis, the formation of students' understanding of the spiritual aspects of the manifestation of the cultural life of society. In addition, the super task of the music teacher should include work with parents and other participants in the educational process. Thus, the super task of a music teacher is not only the need to convey to students the basics of the subject area Music, but also to help them develop the spiritual sphere of personality and become receptive and creative on the way to comprehending the beauty and harmony of the world as a whole.

We have developed a series of lessons in the subject Music with a significant reliance on modern information technologies and the use of communication channels for posting posts, publishing text messages of various contents, as well as sharing multimedia files necessary for meaningful and modern in form educational content. For example, music lessons can include discussion of popular music and its historical roots, the creation of real bands of schoolchildren and the production of contemporary music in a collective. For students, it is more valuable if the music lesson takes place directly in the context of their current real- life interactions and reflects the specific problems of their life situations than in the perspective of general historical studies. Adapting the content of a music lesson to the current social and cultural context of the life situation of a particular student, class, collective of students and teachers of a particular school can increase the effectiveness of music education.

Contemporary digital educational technologies are constantly updated means of learning, including in the process of teaching art and culture. The use of such ways as creation and search of interactive sites, platforms where students can be united and fascinated by the actual educational material is a great way to unite all participants of the educational process: students, teachers, parents of students, etc. (see, for example: [16; 17]).

5. All-Russian Forum of Music Teachers (November 16 - 18, 2022)

The experience of using high-tech information tools and MCT in the system of contemporary musical education was widely and multifacetedly presented in the reports of the staff of the education and methods laboratory *Music Computer Technologies* of the Herzen State Pedagogical University of Russia in Pskov (Russia), in the period from November 16 to 18, 2022, where the All-Russian Forum of Music Teachers was held with great success. The representative event was organized by the Ministry of Education of the Russian Federation, the Government of the Pskov region and Metropolitan Tikhon, Bishop of the Russian Orthodox Church, Metropolitan of Pskov and Porkhov, Head of the Metropolis of Pskov, Priest-Archimandrite and Abbot of the Pskov-Pechersk Monastery, All-Russian Center for the Development of Artistic Creativity and Humanitarian Technologies. The speakers who took part in the Forum raised questions concerning the problems of using in the system of music education (both general and professional and inclusive) the possibilities of modern music computer technologies (MCT), "which constitute an effective basis for quality music and educational process, built on the multifaceted use of resources and means of high- tech creative information educational environment." [17, p. 33] Thus, in the reports and master classes prepared by the staff of EML *Music*

Computer Technologies, the following topics were presented for discussion by the participants of the All-Russian event, which was attended by more than 400 representatives of various educational institutions of our country from various settlements and regions of Russia, each of which, in fact, represented a new educational direction or a new educational practice (e.g., at the section of the Forum entitled Music in School: Toward a Digital Education:

- *Electronic Music Creativity as a Factor of Spiritual and Moral Education of Schoolchildren* (Klara B. Davletova, music teacher, teacher of the Centre for Creative Development and Humanitarian Education On Vasilievsky Island, honorary worker of general education of the Russian Federation),

- *Music Computer Technologies and New Pedagogical Practices of Teaching Music at School* (Irina O. Tovpich, director of the State Budgetary Educational Institution Music of Frunzensky district of St. Petersburg),

- *A Musical Instrument for Every Child* (Nina A. Yatsentkovskaya, music teacher at Boarding School No. 33 for hearing impaired children, St. Petersburg)".

Also at the Forum were presented methodological developments of Maria S. Goncharova, an employee of the EML Music Computer Technologies (who also works as a teacher of musical disciplines at the Kuzmolovskaya Children's School of Arts in the Leningrad Region) on the topic *Application of Distance Technologies in Music Lessons at School*.

The quality of the educational process should ensure the need to train a demanded specialist of the system of contemporary musical education of high level and the acquisition of specific skills and complex knowledge, professional competencies that need to be mastered by a contemporary music teacher as a mentor and educator, able to apply the acquired knowledge in various modern areas of professional activities.

One of the successful cases of using modern information technologies in the educational process is the messenger Telegram. In the educational process, Telegram provides a unique opportunity to conduct online lessons after face-to-face training for more intensive immersion in science in the field of art.

6. Using Telegram Messenger to Implement E-Learning Technology in Education Institution

A music lesson at school can be conducted using a Telegram channel, where the teacher creates a group of students who can interact with each other and with the teacher to achieve common goals in music teaching. All materials created during the lesson can also be presented quickly and efficiently through the Telegram channel (Fig. 1. Example of educational content realization in the messenger Telegram. Source: own development). "The main function of Telegram can be to send course messages and then collect and check the completed homework. A bot that automatically sends out assignments and reminders of due dates to students will also come in handy," - note the authors of the article Using Telegram messenger to implement e-learning technology in higher education institution [18, p. 32].

As an example, the author of the article has developed training lessons based on the use of the author's Telegram channel "Cultural Channel", which presents the content components of the developed lessons.



Fig. 1. QR code for students' access to the "Culture Channel" Telegram channel. Source: in-house development

Telegram allows you to create stickers specifically for a music lesson. Stickers can be used to create a mood and convey emotions, which in turn contributes to a better perception of information by students.

Creating educational bots is also an important element of the educational process that can be used to teach music. An educational bot can help learners by creating assignments and tests that promote more effective learning of the material.

Recording video blogs and tutorials is also a popular way to teach music via Telegram [19]. Video blogging allows the teacher to deliver information very effectively. It can be used to create podcasts and teleconferences with music industry experts, which help to broaden students' horizons.

As stated in her study by Elena Filina: "Young people perceive information fragmentarily, emphasizing bright points, most often short videos, pictures or schemes. There is a turn from deep and detailed analysis of the material to quick switching from one topic to another. Interesting, useful and meaningful content for students is properly organized material in which important information is collected compactly, without complex syntactic constructions and "double meanings." [20, p. 193]

In general, Telegram (or other similarly technologically organized channels) is a powerful information technology that provides a unique opportunity to improve the educational process. Telegram allows you to create interactive channels, bots, stickers and much more, which makes it possible to maximize the attention of modern students and, consequently, increase the effectiveness of their participation in educational activities. This technology is also a relevant tool for creating music projects, as it allows to present information with maximum depth, accuracy and variety of forms and means of the presented educational material.

7. Conclusion

The results of the study indicate that the subject Music has its unique function in the development of the younger generation. And the use of modern information technologies and MCT can increase the effectiveness of music lessons and help students to develop in different areas of knowledge.

The importance of the teacher's role in the development of communication skills and the use of modern digital technologies confirms the need to train teachers to use new technologies in their professional activities. In this regard, it is necessary to create specific methodological recommendations for the use of new approaches to teaching music to schoolchildren with the active involvement of new educational technologies in the music lesson and further research into the effect of their application in teaching practice.

It can also be concluded that the use of modern information technologies in the music lesson can significantly improve the effectiveness of the educational process and help teachers to cope with new challenges. This work can be an important contribution to the study of the possibilities of using the music lesson as a modern dialogical educational platform for building a learning process aimed at the comprehensive development of the child's personality and, above all, the spiritual potential of students.

Thus, we can say that the music teacher should pay attention not only to the main triune task of teaching, aimed at the learning, developmental and educational goals of learning, but also strive to achieve meta-subject results. The super task of the music teacher is connected with the realization of modern methods and approaches of teaching aimed at the development of the spiritual sphere of the student's personality, through the creation of an educational environment that promotes understanding and acceptance of high spiritual and moral principles of human life through comprehension of the content aspects of highly artistic samples of culture and music of the peoples of our country and the world. The use of modern information technologies and MCT in the system of general musical education allows adapting the content of music lessons to the modern social and cultural context of the participants of the educational process.

We also note the possibilities of using Telegram messenger in the educational process as one of the successful cases in the modern approach to the implementation of digital educational platforms, which allow to significantly improve the interaction between teachers and students, as well as facilitate the process of learning music.

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