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Methods of teaching professional disciplines in institutions of higher art education: Interdisciplinary aspect

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Abstract

Relevance. The relevance of the study lies in the fact that the modern world is changing rapidly, and the educational process must be flexible and adaptive, so the study of teaching methods for professional disciplines is important and relevant for higher art education, the quality of which must meet the current challenges and needs of students.

Purpose. The purpose of the study is to investigate pedagogical approaches aimed at improving the quality of education, forming a high level of professional competencies of students and improving the training of future specialists in the field of art.

Methodology. The following research methods were used in the study: analysis, generalisation, systematisation, survey.

Results. As a result, it was revealed that the modern stage of music education actively combines conventional approaches with the latest technological innovations. The use of digital resources and machine learning algorithms contributes to an individual approach to each student, emphasising the importance of a deep understanding of the musical phenomenon in the context of various scientific and artistic disciplines. This study highlights that teaching subjects such as “Basic musical instrument”, “Choral class”, “Vocals” and “Solfeggio” and focuses on the deep integration of theoretical knowledge and practical skills.

Conclusions. In the context of professional training of performing musicians on the main musical instrument, it was found that the key factor was the use of systematic pedagogical methods and strategies that maximise the student’s performance potential at each stage of instrumental training. It was confirmed that modern technologies, including audio and video

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tools, are effectively used to improve the educational process in all the disciplines under consideration. The paper notes that all the musical disciplines actively cover the study of the theory and history of music, taking into account the cultural context, contributing to a deeper understanding of the musical tradition.

Keywords: vocal teacher; performing musician; performer; basic musical instrument; solfeggio; interdisciplinary approach.

Introduction

The introduction of advanced teaching methods in higher education institutions contributes to improving the quality of musical training, which, in turn, contributes to the development of normative and ethical standards in art education. This ensures the stability and high level of functioning of the educational process.

The investigation of various pedagogical methods is fundamental and important for improving the training of teaching staff. It is important to effectively transmit knowledge to students and also contribute to their comprehensive professional development.

The problem under study is that the integration of an interdisciplinary approach can create additional difficulties in the process of analysing and interpreting the data obtained. A detailed overview of the various artistic areas of pedagogy requires a deep study in each field, and skills to recognise and understand the relationships between them.

In his own research, T.I. Valko [1] emphasises that the organisation of an innovative educational process should meet the dynamics and intensity of socio-cultural transformations in society and the requirements of European standards in the field of training qualified specialists. The researcher emphasises that for an effective educational process.

It is necessary to ensure compliance with modern methods of motivating students, considering their personal needs. She also suggests that the key motivational factors for students are the meaningfulness of the discipline in the context of professional activity and understanding the relevance of educational material. It is important to investigate the specifics of the methodology of teaching professional disciplines in institutions of higher art education.

In the 19th century, music and theoretical disciplines were actively introduced into university programmes, while performing arts were mainly established on the basis of private classes or amateur clubs, notes S.V. Oliynyk [2]. However, at the turn of the 19th-20th centuries, according to the researcher, many countries began to create specialised music schools, where the main emphasis was placed on performing skills.

Solfeggio's transformation is particularly interesting: from a practical discipline, it has evolved into a workshop that focuses on the psychological aspects of musical perception. Today, according to the researcher, approaches to studying the deep psychological essence of musical hearing through solfeggio are being actively developed.

This includes the analysis of psychological attitudes that influence the establishment of a musical personality, and the study of the potential of music in psychocorrection and psychotherapy. This emphasis on the role of solfeggio as a cognitive discipline indicates a growing interest in psychotechnologies in the development of musical sense and auditory sensitivity. In this context, it is important to

conduct an in-depth analysis of modern methods of teaching solfeggio.

In turn, researchers N.G. Koehn et al. [3] focus on the need to rethink conventional views on the training of future vocal teachers in modern educational conditions. According to their findings, the actual criteria are technological aspects such as proper vocal technique, breathing, the ability to perform various vocal exercises, and text articulation.

The artistic aspect is evaluated by compliance with the stylistic features of musical works and the skill of performance. In addition, stage skills are important: emotional contact with the audience, prominent facial expressions and gestures, and the ability to psychologically self-regulate during the performance process. It is important to carefully study the methodological recommendations for teaching vocals in higher education institutions.

When teaching specialised disciplines under the programme "Instrumental and orchestral art", an integrated approach is important, notes V.D. Solohub [4]. Although the content of musical disciplines may vary depending on the specialisation (pop, folk music, classical repertoire), the basic principles remain unchanged. The researcher notes the importance of students' concert activities in both solo and collective formats.

According to the researchers, the participation of the teacher in the musical process contributes to the development of trust and psychological comfort of students. Thus, special attention is required to coordinate the educational material, conduct practical classes with the participation of an ensemble and individual classes in professional disciplines.

The interaction of theory and practice, according to the researcher, contributes to the development of highly qualified performers. Such performers are able to effectively work with musical material and develop the repertoire through arrangements and instrumental adaptations. It is necessary to study in more detail the features of an integrated approach to teaching professional disciplines in higher institutions of music education.

Notably, student work with various performing groups in the framework of the course "Conducting", according to the statement of H. Hatsenko et al. [5], allows developing competence in leading an ensemble or orchestra. It focuses on technical and psychological interactions between participants.

Since "Conducting" is closely related to "Reading scores", where under the guidance of teachers, students understand the structural features of musical works and develop the ability to identify key elements and expressive lines. The importance of analytical and practical work in these disciplines is emphasised as a key element in forming an idea of the musical structure and its interpretation, which should be explored more carefully.

The purpose of the study is to investigate and highlight the methods of teaching academic disciplines aimed at improving the level of the educational process and activating the professional training of students in institutions of higher art education. It is important to ensure their deep competence in future professional activities.

Materials and Methods

The study on music education and its integrative features in the teaching of professional disciplines used a number of research methods to provide a deep and comprehensive view of the subject matter, including analysis, generalisation, systematisation, and survey. The analysis was one of the key research tools that allowed the authors to consider in detail the existing theories, methods, and approaches to music education.

This method contributed to the disclosure and illumination of the main trends, problems and prospects in the study of music in higher educational institutions. Using the method of analysis, the features of modern music education were identified, considering the integration of conventional pedagogical approaches with new technological solutions.

The analysis showed the nuances of using digital resources and machine learning algorithms in the educational process, which allows considering the individual needs of each student. In the study, using this method, the importance of a deep understanding of the musical phenomenon in various academic disciplines was revealed.

Using the generalisation method, key points that should be considered when teaching professional subjects in higher art education were collected and investigated. The main signs of combining theoretical concepts with practical skills in subjects such as “Basic musical instrument”, “Choral class”, “Vocals”, and “Solfeggio” were identified. Based on generalisation, the nuances of the methodology of teaching the professional subject “Choral class” were highlighted, where attention is focused on combining vocal skills with theoretical aspects of music, encouraging students to have a deeper understanding of the musical discipline.

An important role in the study was played by systematisation, which was used to structure and investigate the features of an interdisciplinary approach to professional art disciplines in higher education and determine the logical connections between them. Using the systematisation, data were obtained that emphasise the main aspects of vocal education and choir work, which not only convey skills. But also emphasise the emotional connection, interaction between participants and psychological stability of students.

Through the method of systematisation, this research has compiled information aimed at confirming the active use of the latest technologies in modern music education. In particular, audio and video instruments, to improve the efficiency of the educational process in professional disciplines.

Using the survey, a study was conducted among students and teachers of music specialities in higher educational institutions, namely Kyiv University of Culture, Kyiv National University of Culture and Arts, Ukrainian National Tchaikovsky Academy of Music, and

Dragomanov Ukrainian State University. This method allowed the authors to get direct feedback on responders’ experience, problems, and needs in the field of music education.

As part of this study, a survey was conducted that covered 200 respondents – 100 teachers (aged 26 to 55 years) and 100 students aged 18 to 24 years. Among teachers, 85 women and 15 men took part in the study. Among the students – 37 men and 63 women. The survey results provided important data that complemented and confirmed the analytical results of the study.

Results

Higher art education has always played a key role in shaping the professional competence of future performing musicians, teachers, vocalists, and cultural figures. Over the years, the requirements for the quality of education and training have increased, and modern higher education institutions are constantly adapting their methods and approaches to meet these requirements.

One of the key areas of improvement is the integration of an interdisciplinary approach into the methodology of teaching art disciplines. Interdisciplinarity in art becomes a reflection of a globalised world where art, culture, and technology are intertwined, creating new, previously unknown forms of expression and interaction.

A systematic approach to the discipline “Choral class” is fundamental to ensuring high quality of musical performance. This approach involves a comprehensive view of performers and teachers on the composition, considering its various aspects.

It is important to understand that choral performance is not just a combination of individual voices, but a complex musical process that requires a deep understanding of each element and their interaction. Historical and stylistic analysis comes to the fore, which helps to understand the context of creating a work, its features and characteristics. In particular, knowledge of the stylistic features of the period under study or the author can influence the interpretation of musical elements.

Further, it is important to analyse the poetic text. Choral work is often based on literary works, so understanding the meaning, mood, and emotional richness of the text is key to correctly interpreting the music.

Musical and expressive means and performing techniques is the core of performance. This includes research on dynamic contrasts, tempo relationships, and phrases. In addition, conducting performing tools and techniques require special attention, since the conductor plays a key role in shaping the overall sound of the ensemble, its dynamics and articulation.

Technical vocal and choral analysis plays a crucial role in determining the capabilities of performers, their vocal reserve, and breathing techniques. At the end of all tests, a rehearsal work plan is created.

This plan contains specific tasks, execution strategies, and recommendations for improving the quality of the composition. The importance of this stage cannot be underestimated, as it provides a systematic approach to the preparation and performance of a choral work, making its performance not only technically correct, but also artistic and emotionally rich [6].

Based on an interdisciplinary approach to work effectively with the choir, it should be noted that this approach opens up new horizons for understanding, interpreting and performing musical works. Interdisciplinarity involves combining the knowledge and methods of various fields of science and art to achieve a deeper understanding of the subject of research. Study of music psychology helps to understand how music affects the emotions of listeners and performers.

Knowledge of the psychological mechanisms of music perception can help conductors communicate better with choristers, creating a harmonious atmosphere during rehearsals. Knowledge of the history and cultural context of creating a choral work helps to reproduce it with the original intentions of the author.

This enriches the performance with a deeper understanding and authenticity. Mastery of performance requires choristers not only to have vocal techniques, but also to understand the basics of music theory, harmony, and rhythm. Technical knowledge helps to create a clear, well-coordinated sound.

A deep understanding of the text of a choral work, its poetic basis and language features allows performers to convey not only the melodic, but also the intellectual component of the composition. The interdisciplinary approach also considers the aesthetic principles of art, contributing to the creation of a performance that meets high artistic standards.

In general, an interdisciplinary approach to working with the choir helps to create a harmonious synthesis of knowledge, skills and emotions. It makes the performance not only technically high-quality, but also artistically rich and meaningful for the audience.

The Small Private Online Course (SPOC) model [7, 8], which was first proposed by Professor A. Fox of the University of California in Berkeley, represents a new approach to organising the educational process. This training model can solve a number of problems related to the traditional choral conducting course system.

It helps to clarify the assessment criteria, increase practical skills in the field of choral conducting, deepen knowledge, and enrich the educational process. The use of the SPOC model contributes to the internationalisation of knowledge, improves interaction between the teacher and the student, and also between students. In addition, this model contributes to the creation of a developing pedagogical assessment of the course, which allows constantly improving the educational process.

In the context of an interdisciplinary approach, the SPOC model in choral conducting can be considered as a synthesis of various disciplines: pedagogy, musicology, choral studies, and modern technologies. The SPOC model promotes the integration of various scientific and pedagogical approaches. It provides a deeper and more comprehensive understanding of the learning process and interaction between participants in the educational process.

This helps to develop students' universal skills, which are key in the modern world, where the boundaries between different branches of knowledge are becoming less obvious. The SPOC model allows effectively combining theoretical knowledge with practical skills, thus developing an integrated approach to teaching and teaching in the field of choral conducting.

The process of professional training of performing musicians in the context of the main musical instrument. In particular the piano, focuses on a deep individual approach on the part of the teacher to each student.

The key factor is the application of systematic pedagogical methods and strategies that maximise the student's performance potential at each stage of training. Traditionally, learning to play the piano was based on direct contact between the teacher and the student in the educational space.

However, differences in epidemiological situation in 2019-2021, and the introduction of martial law from February 2022, required radical changes in the training methodology. This context has brought distance learning to the fore as a strategically important tool for ensuring the continuity of the educational process [9].

Analysing this situation, it can be noted that distance learning in piano playing is not only a technological adaptation to new conditions, but also a pedagogical innovation. Its implementation opens the door to the introduction of active learning methods, where the student actively interacts with educational content using modern multimedia technologies.

Teaching academic and pop vocals in higher education institutions has its own unique features and requirements that differ from other disciplines of music education. Consideration of the characteristics of each student's voice is crucial. Singing techniques, repertoire, and methods can vary significantly depending on the type of voice, range, and timbre.

Vocal teachers often have a specialised education in vocal pedagogy and extensive experience as performers. This guarantees a high level of professionalism in training. Students of the vocal department usually have to study a wide range of musical styles, from classical to modern pop genres, which requires them to be flexible and adaptable.

In addition to technical skills, students are given the opportunity to develop stage presence, acting skills, and audience engagement. Vocal training also covers elements of vocal hygiene and proper use of the voice to prevent injuries and ensure a long career.

Vocal students should have a deep knowledge of music theory, harmony, and analysis, which helps them better understand and interpret musical works. Much attention is paid to organising master classes with well-known performers and teachers, which allows students to gain additional experience and knowledge. In higher art educational institutions, vocal teaching is a complex and multifaceted process aimed at forming highly qualified professionals in the field of vocal art [10].

Vocal hygiene and proper use of the voice are fundamental aspects in vocal training in higher art institutions. Proper use of the voice and knowledge of basic hygiene principles can prevent various vocal diseases and injuries that can occur as a result of improper technical approach. A healthy voice sounds better and longer [11].

Vocal teachers often emphasise that the right approach to technique allows students to achieve greater expression and depth in their performance. The starting state of the voice and the absence of injuries can prolong the professional career of the singer.

Well-known vocalists often point out that taking care of their voice helps them stay in shape for many years to

come. A healthy voice and confidence in their technique can have a positive impact on the performer's well-being, allowing them to feel more confident during performances.

A deep understanding of vocal anatomy, physiology, and basic principles of vocal hygiene is an important part of vocalists' professional training. This helps students understand how their vocal cords work and how they can maximise their potential. Thus, the integration of the principles of vocal hygiene into the educational process of vocal specialities is critical for ensuring the health of students, improving the quality of their performance and preparing for a long and successful professional career [12].

Modern approaches to teaching vocals, which actively use distance methods, open up new horizons for students and teachers. Due to technological innovations, there is a deep rethinking of traditional teaching methods. Distance not only provides access to high-quality education anywhere in the world, but also creates a unique opportunity for interactive interaction between teacher and student at a new level.

These methods contribute to a more flexible learning schedule, allowing students to adapt their learning process to personal needs and the pace of development [13]. Teachers have the opportunity to use a variety of pedagogical tools and resources, which contributes to more effective teaching and assimilation of the material.

In addition, distance vocal training focuses on the student's independence, internal motivational incentive, and ability to organise themselves. These skills are critical in today's world, where self-education and continuous self-improvement are of particular importance. Thus, distance vocal teaching methods not only complement traditional approaches, but also actively contribute to the development of vocal education, making it more accessible, flexible and adaptive to the needs of the modern user.

Modern digital technologies play a key role in transforming various aspects of art education, including solfeggio training. The traditional approach to studying music theory, which is often limited to using classical techniques without integrating digital resources, may not provide a sufficient level of instant feedback for students.

In this context, it is relevant to study the effectiveness of the mySolfeggio interactive mobile application as an

innovative means of teaching solfeggio. Due to the use of modern mobile technologies, students get the opportunity to interact with musical material through visual, auditory, and tactile sensory channels.

The application allows students to better understand and analyse musical notation, rhythmic structures, and melodic lines, offering an individual corrective response. Analysis of the implementation of this mobile application in the educational process showed that although its impact on students' overall performance in singing and tapping can be described as limited.

It has contributed to improved musical understanding, especially in the context of recognising musical intervals and rhythmic stability. In addition, the absence of difficulties in using the software highlights its potential as an effective tool for students to work independently to improve their skills at home [14, 15].

Teaching solfeggio, as a key component of music education, requires the integration of various related disciplines to better understand and master the material. The basic principles of music theory, such as harmony, melody, rhythm, and structure, are the foundation for the study of solfeggio. For those who specialise in choral music, solfeggio is an essential tool for understanding and performing choral parts.

Knowledge of historical musical styles, forms, and genres helps students contextualise solfeggio material in different eras. Students learn analytical techniques that allow them to analyse musical structures on paper and hearing, which improves their solfeggio.

For pianists, solfeggio is essential for developing technical skills such as two-part reading, arrangement, and improvisation. For singers, solfeggio is a key tool for developing vocal techniques, in particular, for expanding range, improving intonation, and articulation [16]. These related disciplines help students better understand and apply solfeggio principles in different musical contexts, improving the quality of their musical education and performance skills.

This study conducted a survey of Ukrainian teachers and students of higher education institutions. It includes Kyiv University of Culture, Kyiv National University of Culture and Arts, Ukrainian National Tchaikovsky Academy of Music, and Dragomanov Ukrainian State University (Table 1).

Table 1. Results of a survey of teachers and students of art specialities

No.	Aspect	Teachers		Students	
		Yes	No	Yes	No
1.	Do you think that interdisciplinary training of students is important for contemporary art?	80%	20%	60%	40%
2.	Do you think that collaboration with representatives of other artistic disciplines enriches your creative process?	50%	50%	85%	15%
3.	Do you have experience in joint projects with representatives of other specialities?	100%	0%	90%	10%
4.	Do you think that an interdisciplinary approach contributes to better learning of the material in professional disciplines?	85%	15%	70%	30%
5.	Do you think that the exchange of experience between teachers/students of different specialities can increase the effectiveness of the educational process?	90%	10%	85%	15%

Source: compiled by the authors.

In the modern world, where globalisation and technological progress are rapidly changing all spheres of life, higher education in the arts plays a key role in shaping future professionals who will be able to meet the challenges of the times. One of the most pressing issues is the role of interdisciplinarity in the training of future specialists in the musical art.

The first thing to pay attention to is the opinions of teachers and students about the importance of interdisciplinary training. According to the data obtained, 80% of teachers consider interdisciplinary training important for contemporary art.

This shows that the professional community feels the need to integrate different disciplines to form an integrated approach to artistic creativity. In addition, 60% of students support this opinion, although there is an opposing 40%. This may indicate that students need a deeper understanding of interdisciplinary processes.

The experience of teachers shows that cooperation with representatives of other artistic disciplines can significantly enrich the creative process. This is confirmed by half of the surveyed teachers. On the other hand, this figure is even higher among students – 85%. Such a high rating indicates that young people feel the potential for interdisciplinary interaction. The importance of joint project experience cannot be underestimated. 100% of teachers confirmed that they have such experience, while among students this figure was 90%.

This demonstrates a wide range of opportunities for interdisciplinary collaboration on a practical level. One of the key aspects is the impact of an interdisciplinary approach on the learning process. The majority of teachers (85%) believe that this approach contributes to better assimilation of the material.

Among students, this opinion is supported by a slightly smaller number, but still 70% of students recognise the benefits of interdisciplinary teaching methods. It is worth noting that the exchange of experience between teachers and students of various specialities has the potential to increase the effectiveness of the educational process.

This opinion is supported by 90% of teachers and 85% of students. Therefore, an interdisciplinary approach in art education is considered key to the development of a contemporary artist. Joint work, exchange of experience, and integration of various disciplines are not only relevant, but also necessary components of modern higher art education.

Discussion

The study of methods of teaching specialised disciplines in higher art education institutions has always been a relevant area of research. An interdisciplinary approach to this issue expands the ability to understand the deep relationships between different aspects of art education.

Many researchers from different countries have already investigated this issue, and each of them has made their own contribution to understanding effective teaching methods. For a deeper understanding of the topic, it is necessary to analyse the opinions of each of the researchers, compare their approaches, and identify common and distinctive aspects.

J. Ruiz-Palmero et al. [17] consider modern pedagogical strategies, especially focusing on the SPOC

model. According to researchers, the online format of courses is becoming increasingly popular in the field of education, as it provides an opportunity for flexible learning, allowing students to independently plan their schedule and work in a comfortable environment.

In addition, according to researchers, the use of modern interactivity technologies can improve the quality of learning, providing students with access to a variety of resources and tools for mastering the material. Comparing with the results of this study, several key points should be identified.

The SPOC model can significantly expand the availability of educational resources for students and teachers in the field of choral art. Online courses provide an opportunity to learn theory, listen to examples, demonstrations, and interact with teachers from anywhere in the world.

SPOC can provide an individual approach to each student. The adaptability of online resources allows teachers to create personalised programmes for different levels of learning and students' interests. Interaction between course participants in an online format can contribute to the exchange of experience and deepening of knowledge. Students from different parts of the world can share their research, impressions and approaches to choral art.

Thus, the SPOC model, according to research, demonstrates high potential for application in choral education. It can be an effective tool for improving the quality of learning, expanding access to educational resources, and stimulating interactivity and collaboration between participants in the learning process.

In their paper, L. Xian and J.B. Ismail [18] emphasise the importance of piano education among all artistic and musical fields. Learning to play the piano is not only one of the specialised branches, but also considered a mandatory component of music education.

The researchers focus on how the psychological context of the musical environment interacts with the surrounding ecological space. They pay attention to the influence of environmental factors on the aesthetic experiences of students and teachers.

This is certainly becoming an important aspect in interdisciplinary discourse, where music education intersects with environmental psychology. Further analysis of researchers focuses on the fusion of aesthetic experiences and their interaction with musical spatial intelligence. They look at how aesthetic perception is formed in the context of piano education and how it contributes to the development of musical culture among students.

Highlighting environmental psychology in learning to play the piano, researchers emphasise that this approach allows not only developing students' musical skills, but also forming their environmental consciousness. They emphasise that through music education, it is possible to convey the importance of caring for nature and its resources.

Thus, the study points to a deep interaction between piano education and environmental psychology. Comparing with the results of this study, it is worth noting that the interaction between art and the sciences can

contribute to a deeper understanding of the processes of learning and personal development.

Music education can serve as a bridge that connects different areas of knowledge, opening up new perspectives for students and teachers. This integration allows not only expanding horizons in the field of music education, but also contributes to the development of an integrated approach to education, where each discipline interacts with others, creating a holistic educational experience.

In the Internet age, vocal education has had a significant impact, as noted by J. Sun [19]. The researcher claims that modern education has become a key industry for using big data, which determines the strategic area of educational reform and innovative growth. According to the researcher, deep integration of data into the educational process is aimed at optimising educational strategies, models, and resources.

This integration also contributes to the transition from collective learning to an individual approach, adapting the educational process to the abilities of each student. As for educational resources, according to the researcher, the analysis of unstructured data allows using hidden cloud resources, providing teachers and students with optimal educational materials.

The researcher notes that modern vocal training systems actively use cloud technologies, which makes effective management of these resources critical for improving the productivity of the educational process. Modern approaches to teaching vocals, which use distance methods, contribute to the development of new opportunities in the field of music education and expand traditional horizons.

Y. Nan [20] focuses on the transformation of approaches to music education in the context of the rapid development of computer and multimedia technologies. In particular, he points to the need to adapt traditional methods of musical preparation to modern realities, which are due to digital transformation in the music sphere. The researcher claims that digital tools can significantly improve the quality of solfeggio training. It highlights the concept of musical solfeggio as an educational database resource system based on big data.

Experimental studies conducted by the researcher confirmed the high efficiency and satisfaction of training after the implementation of this system. Comparing with the results of this study, the importance and prospects of using modern digital instruments in music education, including in teaching such a subject as solfeggio, should be highlighted.

Modern digital tools not only provide the ability to automate some aspects of learning, but also create an interactive environment for students. They allow personalising the learning process, adapting it to the individual needs of each student, and also providing access to a large number of resources and materials for self-study.

The current stage of development of the educational process, in particular music education, is characterised by a deep intersection of traditional methodologies and innovations in the field of information technology. This intersection represents a unique context where traditional learning opportunities meet the potential of digital platforms.

The use of digital resources in modern music education is not limited to the translation of traditional methods into electronic format. Modern technologies allow creating interactive platforms that adapt to the specific level of knowledge, interests, and individual characteristics of each student. Due to the use of machine learning algorithms, systems can provide personalised recommendations, analyse student progress and weaknesses, and, accordingly, adjust the educational process.

An interdisciplinary approach to education means not only combining different disciplines in the educational process, but also integrating different scientific, technological, and artistic approaches. In the context of music education, this can manifest itself in combining musicological research with the psychological aspects of music study, using modern technologies to analyse musical compositions and interpret them, and interacting with other fields such as ecology, anthropology, or sociology to better understand the musical phenomenon.

This integrated approach allows not only improving the quality of music education, but also developing critical thinking, creativity, and innovative skills among students. It is important to ensure a balance between conventional pedagogical methods and new technological solutions to ensure a harmonious and effective educational process.

Conclusions

The current stage of development of higher art education is characterised by active integration of conventional methodologies with the latest technological solutions. This synthesis creates a powerful potential for improving the quality of learning and developing musical skills.

The use of digital resources and machine learning algorithms provides an individual approach to each student, and the interdisciplinary approach emphasises a deep understanding of the musical phenomenon in the context of various scientific and artistic disciplines. This harmony of tradition and innovation forms the basis for effective, deep and comprehensive musical learning in the modern world.

Teaching subjects such as “Basic musical instrument”, “Choral class”, “Vocals” and “Solfeggio” reflects various aspects of music education. Based on the results of the study, several common interdisciplinary features in the teaching of these subjects can be distinguished. In all these subjects, there is a deep integration of theoretical knowledge and practical skills. For example, while teaching “Solfeggio”, students not only study the theory of musical notation, but also perform musical sketches to consolidate practical skills.

Teaching a “Choral class” often covers elements of vocal technique that are intertwined with the basics of music theory. This interaction contributes to the development of students’ comprehensive understanding of the musical process. Vocal training and working with a choir is not just about academic accuracy. They also require students to give emotionally, interact, and have psychological stamina.

Modern technologies, such as audio and video tools, can be used to improve the learning process in all these disciplines. For example, using music software to support vocal techniques or solfeggio.

All of these subjects often cover the study of music theory and history with a cultural context in mind, allowing students to gain a deeper understanding of the musical tradition and its development across cultures. Thus, teaching these musical disciplines is a multi-faceted process that requires an integrated approach and integration of various aspects in the content of higher art education.

This study conducted a survey of students and teachers of artistic specialities in higher education institutions of Ukraine. The results of the survey show that an interdisciplinary approach in higher art education is extremely important and relevant for contemporary art. The study found that both educators and students highly appreciate the importance of collaboration between different art disciplines. Collaboration, exchange of

experience, and an interdisciplinary approach contribute to both better assimilation of the material and enrichment of the creative process.

Thus, the integration of various disciplines in art education not only improves the quality of learning, but also prepares students for the challenges of the modern world, where art is becoming more complex and interactive. Future researchers can focus on investigating methods of stimulating critical thinking among students in the process of studying professional disciplines.

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Conflict of Interest

None.

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Методи викладання професійних дисциплін в закладах вищої мистецької освіти: міждисциплінарний аспект

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Анотація

Актуальність. Актуальність дослідження полягає в тому, що сучасний світ швидко змінюється, і освітній процес має бути гнучким та адаптивним, тому вивчення методів викладання професійних дисциплін є важливим і актуальним для вищої мистецької освіти, якість якої повинна відповідати сучасним викликам і потребам студентів.

Мета. Метою дослідження є вивчення педагогічних підходів, спрямованих на підвищення якості освіти, формування високого рівня професійних компетенцій студентів та покращення підготовки майбутніх фахівців у галузі мистецтва.

Методологія. У дослідженні були використані такі методи дослідження: аналіз, узагальнення, систематизація, опитування.

Результати. У результаті було виявлено, що сучасний етап музичної освіти активно поєднує традиційні підходи з новітніми технологічними інноваціями. Використання цифрових ресурсів та алгоритмів машинного навчання сприяє індивідуальному підходу до кожного студента, підкреслюючи важливість глибокого розуміння музичного феномену в контексті різних наукових і мистецьких дисциплін. Це дослідження підкреслює, що викладання таких дисциплін, як “Основний музичний інструмент”, “Хоровий клас”, “Вокал” та “Сольфеджіо”, зосереджується на глибокій інтеграції теоретичних знань та практичних навичок.

Висновки. У контексті професійної підготовки виконавських музикантів на основному музичному інструменті було виявлено, що ключовим фактором було використання систематичних педагогічних методів та стратегій, які максимально розкривають потенціал студента на кожному етапі інструментального навчання. Підтверджено, що сучасні технології, включаючи аудіо та відео інструменти, ефективно використовуються для покращення освітнього процесу у всіх розглянутих дисциплінах. У статті зазначається, що всі музичні дисципліни активно охоплюють вивчення теорії та історії музики з урахуванням культурного контексту, що сприяє глибшому розумінню музичної традиції.

Ключові слова: викладач вокалу; виконавський музикант; виконавець; основний музичний інструмент; сольфеджіо; міждисциплінарний підхід.