



**THE DEVELOPMENT OF COGNITIVE INDEPENDENCE OF
STUDENTS IN THE CONTEXT OF HIGHER MUSIC AND
PEDAGOGICAL EDUCATION**

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ABSTRACT

This article deals with the actual problems of the development of the cognitive independence of students in the conditions of higher musical and pedagogical education. The influence of the development of cognitive independence on the quality of professional training of a future teacher is noted. Various approaches to the interpretation of the concept of "cognitive independence" in the psychological and pedagogical literature are analyzed. The structural components of cognitive independence are considered and the search for effective ways of its development with an integrative model of musical-theoretical training of students of a pedagogical university is carried out.

KEYWORDS: *Cognitive Independence, Integrative Model, Musical-Theoretical Training, the Principle Of Integration.*

INTRODUCTION

At the present stage of development of society, innovation and novelty are becoming the main value. Human activity, his orientation towards creation, creativity, and transformation - these are the significant ideological attitudes of today. One of the important components of ensuring sustainable and effective development of society is the training of qualified specialists who are able not only to conduct their future activities with high quality, to be able to adapt to constantly changing conditions, but also to transform it, to be one step ahead. The formation of students' need for continuous improvement of knowledge, the ability to organize independent cognitive activity and readiness for its transformation are the main tasks of modern education.

The difficulty of preparing a teacher is due to the diversity of his activities. A propagandist of the advanced ideas of Marxist-Leninist theory: "A modern teacher is, first of all, a fighter of the ideological front, an active social activist. He is an expert in his specialty, based on the achievements of modern science, which is the essence of the subject. It is a skillful educator who carries out the intellectual and physical, moral and aesthetic formation of his pupils, the management of their activities, taking into account age and individual psychological characteristics. It is, finally, a researcher who is able not only to carry out the processes of

observation and analysis, but also to constantly seek and find better ways of teaching, as well as strive for self-education and improvement.

The problem of developing cognitive independence has a long history. Socrates emphasized the importance of pedagogical guidance of cognitive independence and activity. Subsequently, this idea can be traced in the works of the founders of pedagogical science M. Montaigne, Ya.A. Komensky, I.G. Pestalozzi, J.-J. Russo. In the history of Russian pedagogy, N.G. Chernyshevsky, K.D. Ushinsky [3, p. 20-21]. The problem of cognitive independence acquired particular relevance at the end of the 20th century, when it became clear that it was directly related to the effectiveness of the educational process.

Various aspects of the development of cognitive independence are considered in detail in the psychological and pedagogical literature by such researchers as L.P. Aristova, S.I. Arkhangel'sky, R.R. Bikmurzina, V. Vilkeev, P.I. Vinogradov, E.G. Golant, A.K. Gromtseva, M.A. Danilov, B.P. Esipov, T.A. Lyin, I.F. Isaev, I. Ya. Lerner, M.I. Makhmutov, P.I. Pidkasisty, N.A. Polovnikova, M.N. Skatkin, V.A. Slastenin, N.F. Talyzina, L.N. Tolstova, G.I. Hozyainov, T.I. Shamova, N.A. Shalamova, G.I. Shchukin and others. However, with all the study of the problem under study, there are still many unresolved issues related to the desire of students for independent cognition, the technology for the development of cognitive independence, as well as the transition from theoretical foundations to their practical use. These contradictions made it possible to formulate the goal of the study, which is to find effective ways of developing students' cognitive independence as one of the important conditions for organizing the process of studying the disciplines of the musical-theoretical cycle in a pedagogical university.

After analyzing the scientific literature, we come to the conclusion that there is no unambiguous interpretation of the concept of "cognitive independence": some scientists consider this category from the point of view of the activity approach, others tend to give preference to the psychological aspects of personality development. Lerner adheres to the activity approach, believing that cognitive independence is "the desire and ability of students to learn in the process of purposeful creative search" [2, p. 35].

O.N. Polovnikova, relying on the psychological qualities of the individual, prefers the psychological and didactic approach. She adheres to the point of view that cognitive independence is such a personality trait, which is expressed as "readiness (ability and desire) to carry out purposeful cognitive activity on their own" [6, p. 6].

A.E. Epiphany characterizes cognitive independence as a personality trait, manifested by the desire to independently master knowledge and skills, as well as the ways of their application in their independent cognitive activity; the formation of skills to obtain knowledge from different sources, not in a finished form, but by analyzing and synthesizing this knowledge; operating with all educational skills; positive motivation for learning activities; self-control and self-assessment of their educational activities; the ability for further self-improvement [1, p. 825].

According to T.I. Shamova opinion, cognitive independence is one of the main personality traits, associated "with the upbringing of positive motives for learning, the formation of a system of knowledge and methods of activity for their application and acquisition of new ones, as well as with the exertion of volitional efforts". This personality trait characterizes her desire and ability to master knowledge and methods of activity without outside help, to solve cognitive tasks [11, p. 69].

Despite many different interpretations of the concept, we come to the conclusion that they have a common denominator. Scientists adhere to the point of view that cognitive independence is an integral system. For a deeper study of the problem, it is necessary to consider its structural components. T.I. Shamova identifies the following components of cognitive independence: motivational, content-operational and volitional. Motivational

component. Independent cognitive activity is always associated with its motive, and the motivator is not only the desire to solve an exciting problem, but the very process of its solution. Substantive and operational component. "The operational activity of an individual is inconceivable without the content with which he operates" [12, p. 71].

In the process of solving cognitive problems, students have a need not only for knowledge, but also for methods and techniques of cognition, for mastering various technologies. The volitional component is closely related to other components of cognitive independence. The volitional qualities of students are most clearly manifested when setting goals, choosing ways to achieve them, which they are fluent in. It is obvious that all these components are in close interaction and each of them, fulfilling a certain role in the cognitive activity of students, affects the successful development of their cognitive independence. In order to find effective ways of developing cognitive independence in the process of mastering the disciplines of the musical-theoretical cycle by students of a pedagogical university, we used an integrative model of musical-theoretical training, which, in our opinion, acts as a means of developing this quality (At the university, all theoretical disciplines are taught by one teacher). The teaching model is defined as a pedagogical technique, a system of methods and organizational forms of teaching that constitute the didactic basis of the model [10, p. 141].

Revealing the essence of modeling the process of studying the disciplines of the musical-theoretical cycle, we adhere to the following definition: An integrative model of musical-theoretical training of students in the conditions of a pedagogical university is a teaching model. It includes a set of tasks in the disciplines of a musical-theoretical cycle, historical and theoretical components connected by a single thematic and musical content, where semantic elements from the studied historical block are concretized in each of the theoretical disciplines [9, p. 285].

The leading principle of modeling the content of students' musical-theoretical training is the principle of integration, which ensures the effective achievement of the goals of the educational process through the formation of a holistic idea of the art of music. As a pedagogical experiment, we conducted a series of classes devoted to the study of the topic "Diatonic modal system from the Russian epic to modal jazz". The content component of the integrative model of musical-theoretical training included a set of systematized musical-theoretical, musical-historical knowledge in the following disciplines: "elementary music theory", "solfeccio", "music history and musical literature". Students received the initial theoretical information about the diatonic modal system in the discipline "elementary music theory", and the material was mastered in the form of extracurricular independent work - preparation of reports on the topic with the search for musical examples. The practical part of the study of the diatonic modal system was continued in the "solfeccio" lessons, where students read musical examples suggested by the teacher from sight, and performed musical examples prepared independently on the instructions of the teacher. In the classroom on the discipline "history of music and musical literature" students demonstrated the ability to analyze musical material, find common features of the diatonic modal system in musical works of different eras, styles and genres (from the Russian epic to modal jazz), establishing cause-and-effect relationships and formulating conclusions. At the end of the study of this topic, a control work was carried out on the material covered and the results of the application of an integrative model of musical-theoretical training, which contributes to the development of cognitive independence of students of a pedagogical university. As a control creative task, the students composed a melody with accompaniment in the form of a period using the diatonic scale system. When performing the work, students relied on theoretical material on the topic "Diatonic modal system from 130 Russian epics to modal jazz", studied in the discipline "elementary music theory" and on the options for using diatonic modes in different styles of music by famous composers, studied in the disciplines "solfeccio" and "history of music and music literature". Control creative tasks were presented by students at

intermediate certification and were assessed by invited teachers of related disciplines (choral conducting, vocal class, and instrument). The commission checked and positively assessed the knowledge and skills of university students according to the criteria of professional competencies. After analyzing the essence of the integrative model of musical-theoretical training, its implementation in various types and forms of students' activity, we conclude about its direct influence on the development of students' cognitive independence:

- 1) The motivational component manifested itself in a steady cognitive interest in studying a single topic in various disciplines of the musical-theoretical cycle using problematic, creative situations and non-standard forms of organizing training sessions (competitive performances, educational discussions, etc.);
- 2) The content-operational component was demonstrated in the competent planning of independent cognitive activity, its implementation and self-control;
- 3) The volitional component was reflected in the need for self-government and self-organization of students. Based on the above, purposeful and specially organized activity of students to develop cognitive independence is one of the important conditions for the effective organization of the process of mastering the disciplines of the musical-theoretical cycle by students of a pedagogical university. We attempted to find effective ways of developing students' cognitive independence by using an integrative model of musical-theoretical training of students of a Pedagogical University.

In addition, the necessity of modeling the process of mastering the disciplines of the musical-theoretical cycle based on the principle of integration, which contributes to the development of cognitive independence of students of a pedagogical university has been substantiated. Today, it is extremely important for the sphere of vocational education to ensure an improvement in the quality of professional training of specialists at a university, creating opportunities for the successful continuation of training at the higher level of vocational education and professional self-determination in independent activity.

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