

represents the highest level of intellectual reflectivity.

Modern science methodology reflectivity is aimed at including a human-being and historically developing society into the subject of its research. Understanding methods and ways of thinking in research, reflectivity enhancement, widening of application sphere of philosophic approaches, are illustrative of the theory of education during the period of a paradigm shift; that witnesses its inner readiness for the paradigm shift.

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**ROLE OF FAMILY IN MUSICAL
EDUCATION OF A CHILD AS AN OBJECT
TO STUDY IN THE SYSTEM OF
TRAINING A MUSICIAN-TEACHER
(ACCORDING TO DEMANDS OF STATE
EDUCATIONAL STANDARD OF HIGHER
PEDAGOGICAL EDUCATION)**

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According to the demands of State Educational Standard of Higher Pedagogical Education (SESHPE), 2005, maintenance of contact with pupils' parents and rendering them aid in family education is among professional activity routine problems which a graduate of a Higher Institution on speciality 030700 – "Music Education" – should be able to solve. However, the course "Family Pedagogy", unlike other pedagogical specialties, is not provided for the future specialists in the field of Musical Education. The information about a child's education in the family appears to be dispersed among different disciplines of the curriculum. So, in the process of studying philosophy and sociology students get knowledge about a family as a social institution and a small social group; pedagogy – about the specificity of family education and methods of family diagnostics; history of musical education, theory and methods of music teaching – about the role of family

environment in musical development of a child. Separate parts of information about family education, cooperation of a musician-teacher and children's parents the students can get in the process of studying general humanitarian, general professional disciplines and disciplines of subject training. The knowledge got is realized by the students in the process of student teaching.

The dispersion of the information among different disciplines of the curriculum results in the fact that the general picture of knowledge of the future musician-teacher about bringing-up a child in the family is mainly more mosaic than integral and doesn't reflect the specificity of the oncoming professional activity sufficiently. The necessity of introducing a classroom discipline of generalizing character which would immediately elucidate problems of family education in the context of musical education of a child is felt urgently.

The actuality of special addressing to family terms of reference in the context of musical education is conditioned by a series of specific features of the defined process. Children's musical education in the Russian Federation is known to be differentiated into basic (compulsory, free of charge, solving problems of general musical development of a child) and complementary (got at will, realized for a fee, solving problems of extended music, and first of all music-instrumental, training). The last, in its turn, is differentiated into music education oriented on a high achievement level and supposing getting professional music-performance or music-pedagogical education, and, so called music education "for one-self", where the student himself determines his pretension level. Under the given conditions the SESHPE about the readiness of the "Music Education" speciality graduates to maintenance of contact with the students' parents and rendering them aid in family bringing-up, acquire manifold substantial interpretation.

Music-pedagogical education of parents, their involving into cooperative with their children musical and artistic activities, rendering consultative aid to the family when choosing directions of complementary musical education of a child are the predominant directions of a musician-teacher in the system of compulsory (obligatory for all) education. In the system of complementary music education the teacher has

to be ready to solve manifold tasks of interaction with the pupils' families. The tasks are conditioned by the specificity of the musical educational process itself, and namely: the early starting of specialized music classes, the cycle duration of studies, high cost of teaching and the necessity of a child's home playing the music instrument. As it stands on the part of the family it is required to determine timely in the system of complementary music education, to provide material and organizational sides of the educational process, to organize personal home micro-environment promoting the success of music education of a child. Management of music-educational process on the part of the family is incarnated in manifold variants of parent-child relations – from optimal to perturbed, demonstrating evident or concealed family ill-being. The stylistics of interfamilial relations in many ways determines the features of the communication of a child and the teacher in conditions of individual music lessons.

According to the requirements of the SESHPE, defining the readiness level of speciality "Music Education" graduates, we elaborated an educational program of the course "Family and the Child's Music Education". General labour intensity of the course is 26 hours, 18 of which are given for auditorium classes (12 lecture and 6 practical ones), and 8 – for solitary students' work. The course is delivered in the 9th semester. It is aimed at the integration of information about family education in the context of actual problems of music education and bringing-up.

In the process of studying the course the following problems are set and solved: to introduce actual problems of music education, the sources and solving reserves of which lie in the field of family education, to students; to make actual students' knowledge about family (and music as well) education, which he got in the previous stages of education, and their life and pedagogical experience; to trace genesis of native family education in the context of children's music education; to understand the significance of music-aesthetic component of family education in its historic retrospect and in modern conditions; to refer modern approaches to family type design practice, conditions of family education, parent-child relations, family roles etc. with the problems and the specificity of the

children music education process; realize the got knowledge in conditions of pedagogical modeling.

Students are offered five topics of generalizing character. The topic "Music Education of a Child in the Family in the Context of Cultural and Historical Traditions of the Society" bears a surveying historical character. Special attention is paid to the genesis of native family education and its music educational component. The topic "Educational potential of families of different types and its role in musical development of a child" is devoted to the urgent problem of quality conditions' estimation of children's family education. In the topic "Teaching a child music as a component of educational policy of modern native family" the characteristic of typical parents' positions, conditioning the choice of music-education direction as the prior one, is given on the basis of the surveys carried out by the author. The content of the topic "Parent-child relations in the process of children's having music lessons" provides various samples of parent positions concerning music education (optimal, adequate and non-adequate). Different variants of positive and distorted parent-child relations, which are formed in the process of the child's going in for music, the specificity of development of typical informal roles of the child in the family are analyzed there. In the topic "Peculiarities of interaction of a teacher and families of the children in conditions of basic and complementary music education" modern methodical potential of interaction of a musician-teacher with the children's parents is characterized, and forms and methods of involving the family into cooperative artistic and creative activity are discussed.

The program "Family and the Child's Music Education" is implemented into the academic process of Music and Arts Education Faculty of Ural State Pedagogical University and supplied with the corresponding name educational-methodical complex (monographs, educational-methodical manual).

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