

Information and Educational Environment at the Children’s Art School

Tagiltseva N.G.^{1,*} Russkikh I.R.² Polushkin A.V.¹

¹*Ural State Pedagogical University, Yekaterinburg, Russian Federation*

²*Children's art school #1, Berezovsky, Russian Federation*

**Corresponding author. Email: musis52nt@mail.ru*

ABSTRACT

The article discusses various interpretations of the concept of information and educational environment, the generalization of which allowed to identify the goals of creating such an environment, including institutions of the system of additional art education, as well as to identify the components of such an environment. Based on the complex of identified components, the information and educational environment of a particular school was developed - the children's art school of the city Berezovsky, Sverdlovsk region. This information and educational environment included: multimedia equipment, an Internet resource, a school website, an information and communication technology room, subject classrooms, a media library, a library with digital books, as well as various sites, thanks to which various performers were given the opportunity to participate in distance contests, educational portals that revealed to teachers the possibility of studying distant courses. The goal of creating an information and educational environment in the children's art school was to introduce students to the musical art. The article proves that the creation of such an environment contributes to the inclusion in the educational process not only of children, but also of their parents, as well as teachers who are able to increase the level of pedagogical qualifications.

Keywords: *information and educational environment, components of the information and educational environment, introducing students to musical art, music education, children’s art school*

1. INTRODUCTION

One of the objectives of the Strategy for the Development of the Information Society in the Russian Federation is to improve the quality of education through the use of information and telecommunication technologies. Currently, such an information society has a huge impact on all spheres of human life. The institute of education is no exception in this regard, the various institutions of which are tasked with creating an information and educational environment (hereinafter IEE). This task is formulated in various government documents for all levels of education, including further education. It includes institutions such as children's music schools, children's art schools, art schools, etc., in which the educational process must meet the requirements of the times. In order to achieve the solution of new educational problems, the teachers of the mentioned institutions of additional education also require the creation of an information educational environment that contributes to the more effective achievement of certain results by students. According to the Federal State Educational Standard for General Education, in IEE there should be “a complex of information educational resources, including digital educational resources, a set of technological means of

information and communication technologies (ICT): computers, other ICT equipment, communication channels, a system of modern pedagogical technologies, providing training in a modern educational information environment”[1].

Informatization and computerization are firmly entrenched in the educational process of children's art schools: these are digital educational resources, distance learning and participation in contests, olympiads, electronic teaching materials, a media library, and Internet resources. Today they are the means of new types of independent educational activities of the student and teacher, the formation of a unified information educational environment of institutions of the additional education system.

The issues of the information and educational environment are considered in line with the development of cognitive interest (V. V. Glyan), when the authors reveal the basics of the development of such interest with the help of special educational programs [2]. In some sources, the authors indicate that such an environment is possible with the interaction of music and literary education, when the formation of the ability to read is closely related to the musical experiences of students (Muthivhi, A.E., Kriger) [9]. IEE is considered by the authors (P. S. Lomasko, A. V. Golushkina) and as a factor

in improving the system of interaction between the subjects of the educational process [7].

Some authors (Yu. M. Vasina, O. I. Kokoreva) in their studies substantiate the effectiveness of the influence of such an environment on the civil-patriotic education of adolescent children [13].

The content and development of this content in IEE is also considered in pedagogy of art education. So, for example, L.V. Goryunova, A.V. Korolkova, E. S. Shchipankina in their study propose modeling of integrated artistic information and educational environment in the system of general and additional education of schoolchildren. The authors disclose the priority areas for the modernization of the goals and content of teaching subjects of the educational field "Art" in a comprehensive school [4]. Foreign authors in such an environment include studying the possibility of not only practice, during which the skills of artistic creation are formed, but also individual artistic knowledge that contributes to the cognitive development of students [8]. Some foreign sources focus on a holistic process in which all disciplines are of equal importance, while the authors emphasize the need to pay close attention to such a discipline as solfeggio (Jelena, C.C., Milica) [5].

Russian researchers I. B. Gorbunova, I. O. Tovpich in their works consider IEE as a resource for the formation of the information culture of participants in the educational process in the digital age school. The authors presented the ways of forming the information culture of the participants in the educational process at the School of the Digital Age with an in-depth study of the subjects of the musical cycle, based on the use of the educational information environment and computer-music technologies [3].

In modern higher musical education IEE is also rapidly developing. The research of O.V. is devoted to this process. Vorfolomeeva, which examines the formation of the personality of a musician in the information and educational environment (for example, the university of arts) [14].

IEE can act as a factor in the formation of the general cultural competencies of modern students through music. This issue is the study of E.A. Shalaeva, who studies the issues of innovative musical pedagogy, which at the present stage is associated with the use of music and computer technology [11].

Thus, even a brief review of scientific and scientific-methodological works on the development of IEE in education confirms the thesis about the relevance of IEE in general and art education.

The concept of "information and educational environment" has various interpretations in various scientific and methodological sources. As an object of pedagogical research, IEE was considered by A. N. Rubenko [10]. The author considers various approaches to the interpretation of the concept of "information-educational environment": software, technical and socio-pedagogical. The author relied on the classification of E.V. Trubitsina in the work "Two approaches to the definition of information and educational environment"

[12]. A. N. Rubenko, when considering the concept of "information-educational environment" through the prism of a software-technical approach, indicates that "at the forefront will be the combined software and technical resources that can provide the most effective implementation of the educational process" [10]. Interpreting IEE from the position of a socio-pedagogical approach, A. N. Rubenko believes that "the interaction of the constituent parts is fundamental, the structure of the information-educational environment includes spiritual, subjective and substantive components. The main concepts here are "personality", "pedagogical system", "activity", "reality", "environment" [10]

In various scientific works, the information and educational environment is considered, for example, as a means of forming an information culture, humanitarian component, etc. The goal of creating IOS in the system of additional education of children can be formulated as the development by children and students of several types of musical activity, realized, for example, in solfeggio lessons, and some other performing disciplines: choral class, special instrument, and music literature. In this work, the information and educational environment in music education is considered by the authors as a means of introducing students - primary schoolchildren to musical art and, accordingly, to musical performance in a children's art school.

2. RESEARCH METHODOLOGY

As the methodological basis of the study, was taken the idea that the introduction of younger students to the musical art would be successful in the process of mastering certain knowledge, as well as practical performing skills. To implement this methodological message, the following methods were used: analysis and generalization of literature on the problem of involving children in musical art.

3. RESEARCH RESULTS

In the Children's Art School No. 1 of the Berezovsky Sverdlovsk Region (hereinafter referred to as the Children's Art School), an information and educational environment was formed as a system in which a model of the educational process was built, which allows using the capabilities of ICTs and integrating various forms of mastering knowledge in subjects. In this regard, the condition for teaching younger students at the children's art school was the active inclusion of computer technology, which was introduced into the process of studying the main disciplines. In addition, this medium was actively used in the process of postgraduate education of school teachers, and it was in demand by the parents of children studying in this educational institution.

The information and educational environment, which allows students to become involved in musical art, included the following components:

1. *Multimedia equipment.* It includes a computer, laptop, projector, screen, interactive electronic board, sound reproducing devices. There is multimedia equipment in the concert hall and classrooms, in which the disciplines "Listening to Music", "Chorus", "Solfeggio" are taught. Such equipment allows you to apply various forms of work aimed at introducing children to musical creativity. For example, viewing presentations (a story about the work of composers), watching videos from operas, listening to audio recordings of studied compositions, singing numbers from various solfeggio collections.

2. *Internet resource.* The school organized access to the Internet in the classes "Listening to Music", "Chorus", "Special Instrument". This allowed to stimulate cognitive interest, to give a creative, research character in the lesson, to develop the independent activities of schoolchildren. Also, a library for students was installed in the library, which can be used when doing homework on listening to music. For example, to search for information in electronic music encyclopedias on the Internet. Also, the Internet resource allows the teacher to help update the content side of the subject.

3. *School site.* As in any educational institution, our school has a school site. In addition to the required documents, it contains homework in group disciplines, as well as audio and video clips of the studied musical works. So, to consolidate the studied material, the student can independently listen to the works at home, as well as take examples of solfeggio that are closely related to those choral works that are studied by children in the context of familiarizing themselves with certain operas and their fragments.

4. *Cabinet of information and communication technologies (hereinafter - ICT) ICT.* The school was equipped with an ICT office, which was equipped with laptops and projection equipment, as well as an interactive whiteboard. It holds lessons in musical and theoretical disciplines. This allowed not only to demonstrate new

educational material, but also to use musical games in the lesson, as well as to carry out verification work (testing knowledge of concepts and terms, testing practical skills in singing notes from a sheet, testing music knowledge - fragments from various operas).

5. *Subject cabinets.* These are classrooms for choral and theoretical disciplines: listening to music, solfeggio. The classrooms are equipped with visual aids, educational equipment, furniture and technical teaching aids.

6. *Media Library.* This is a fund of electronic educational publications, manuals, videos, sound recordings, computer presentations. It is located in the school library, where favorable conditions have been created for the work of students and teachers.

7. *The library.* This is a fund of musical literature, textbooks, teaching aids, encyclopedias, books. Many books are converted to digital counterparts.

8. *Distant contests.* Modern technologies allow you to take part in various distant creative contests. Such competitions allow students and teachers to go beyond the school and prove themselves at the level of the country and the world. These are contests on the performance of a particular instrument, on ensemble performance, on the chorus.

9. *Distance education of teachers.* Such training allows teachers to learn and communicate at webinars, seminars, scientific and practical conferences. It should be noted that not only the students, but also the teachers of the school, as well as the parents of the children studying at the school, can benefit from the IEE.

For example, it is convenient for parents of primary school students to take homework on the school's website. Also on the website for them is placed reference material on musical literacy so that they can help their children at the initial stage of training. In addition, the site for parents contains information related to the educational, concert, competitive activities of the school.

The listed components are presented in table 1.

Table 1 IOS components in BMBU TO "DSHI No. 1" of the city of Berezovsky, Sverdlovsk Region

№	IEE Components	Users
1	Multimedia equipment	Teachers and students
2	Internet resource	Teachers and students
3	School website	Students, parents
4	Office ICT	Teachers and students
5	Subject rooms	Teachers and students
6	Media Library	Teachers, students, parents
7	Library	Teachers, students, parents
8	Distant Contests	Students
9	Distant studying for Teachers	Teachers

4. CONCLUSION

Our future requires the rapid development of technology, the increasing importance of the Internet, competition, and requires schools to graduate those who are ready to work with modern technology. The creation of IOS is a prerequisite for the training and education of a modern student, but also a modern teacher in various disciplines in a children's art school or art school. An urgent issue of the art school may be the creation of such an IEE that will correspond to the effective education of children in such a school, as well as their parents and teachers.

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The experience of children's art school No. 1 of the Berezovsky city of the Sverdlovsk region showed that the established IEE, aimed at introducing younger students to the musical art, can be successfully used both for the education of children and their parents, as well as teachers. A survey among children, their parents and school teachers showed that they all noted significant dynamics in terms of independent work (children and parents), continuing education (teachers), and improving the level of musical culture (parents).

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