

Проведенное исследование, охватившее 23 студента, показало, что студенты склонны завышать количественную оценку уровня своих коммуникативных способностей. Однако, давая качественную оценку, они вполне самокритично фиксируют свою неопытность и неуверенность в предметных знаниях, стеснение и боязнь выступать перед аудиторией.

Использование технологии рефлексивного мониторинга создает условия для развития рефлексивных способностей обучающихся. В этой связи, в диагностическое сопровождение профессиональной подготовки будущих педагогов-инженеров нами была включена методика «Определение уровня сформированности педагогической рефлексии» О. В. Калашниковой. В результате применения указанной методики у 34,8 % испытуемых выявлен высокий уровень педагогической рефлексии, у 47,8 % – средний уровень; 17,4 % испытуемых обладают низким уровнем рефлексии.

Полученные данные могут быть использованы в целях коррекции учебных программ и совершенствования методики обучения студентов педагогическим дисциплинам.

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**PEDAGOGICAL CONDITIONS FOR THE  
IMPLEMENTATION OF AN INDIVIDUAL APPROACH  
IN THE COURSE OF TRAINING A MUSICIAN TEACHER**

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Leading condition for the successful implementation of an individually differentiated approach in the special training of a music teacher is the need to implement typological differentiation of students in the learning process, depending on the level of their pre-

university training. Differentiation in this case involves the allocation of certain groups of students according to the level of training.

So, B. M. Teplov pointed out that one can go to the scientific characterization of individual differences from the study of certain properties by which individuals differ – the «analytical approach», and one can go from the grouping of individuals by types – the «synthetic approach», that both ways research is distinguished by a certain one-sidedness, but, ultimately, they have to get closer, «merge». Obviously, the expression of such a «merger» can be considered an «individual approach». At the same time, when considering the issue of typological differentiation in music teaching, it is especially significant for us that B. M. Teplov singled out the synthetic approach, i. e. «grouping individuals by types».

V. I. Mutsmakher points out the dialectical nature of the individual approach, emphasizing that it can be effectively implemented with a correct understanding of the relationship between the single and general categories. It is legitimate to say that a separate subject of cognitive activity (teaching) is a combination of the general and the individual, i. e. it has qualities common, repeated in other subjects, and qualities inherent only in it as a single entity.

In the musical pedagogical literature, consideration of the typologization of students occupies a sufficient place. In the course of studying the special literature, the following typical features were identified, according to which the authors of the studies propose to group musicians-performers:

- by the type of performance;
- by the style of technology;
- in relation to the personality towards music;
- in relation to students to the educational process;
- according to the level of development of musical and performing abilities;
- according to the individual and personal properties of musicality.

However, the grouping of students depending on the level of performing training was not singled out by the researchers as a separate

problem. It is characteristic that in some non-musical works, differentiation by the level of training also constitutes a typological feature.

The main pedagogical conditions for the optimal implementation of an individually differentiated approach in special musical training of a future music teacher in a piano class are:

- implementation of typological differentiation of students depending on the level of their pre-university training (training);
- creation in the course of training a predictive model of the student's musical and performing development;
- stimulating the motivation of skills, taking into account the results of its diagnosis;
- building the learning process based on dialogical communication between the teacher and the student, based on the use of creative teaching methods;
- the optimal combination of various forms of individual and collective-group activities of students: special courses, individual and individual-group lessons in the classroom with a teacher, various types of playing music: playing in an ensemble, sketching works, sight reading, listening, etc.

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**METHODOLOGY OF VALUE-MOTIVATIONAL  
QUALITY MANAGEMENT OF EDUCATION AT THE  
UNIVERSITY (ON THE EXAMPLE OF FACULTY OF  
ENGINEERING AND EDUCATION)**

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Under the new situation of globalization, students' thinking has been impacted in many ways, and changes that cannot be ignored have taken place. The motivational theory proposed by manage-