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## **Role of Physical Education in the Process of Professional Musicians Training**

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### **Abstract**

The problem of physical education of college students is a fundamental step in the system of lifelong professional music education. The purpose of the article is to identify the organizational and pedagogical conditions for the implementation of the integration of physical education in the process of professional training of students of musical educational institutions. In the process of study, the following research we used: theoretical analysis and synthesis of scientific literature; the study and synthesis of advanced educational experience. At the same time, physical education is presented as an integrative component of improving the quality of professional training of musicians. It's determined that the effective organizational conditions allowing the integration of physical education into the process of vocational training of students of musical secondary specialized colleges is the development of modern physical education, in which the structure and substantive accompaniment have a pronounced professional orientation. In turn, the pedagogical conditions allowing the integration processes are the level of physical culture teacher's competence and the formation of students' motivation to physical culture exercises.

**Keywords:** Education, Students, Musicians, Physical education, Professional training

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## **Introduction**

At present, the chosen course of the Russian Federation to the all-round modernization of society presupposes the improvement of the entire education system, including the secondary vocational one. Within the framework of the formation of a new paradigm of secondary vocational education, the issues of ensuring the social adaptation of a student to changing living conditions, the formation of a spiritually and physically healthy person, the formation of a specialist possessing high-level general and professional competences, i.e. creating prerequisites for a more complete education in order to achieve a personal and socially significant result.

Since professional music education is continuous, it can be divided into stages. This division has its own laws, i.e. sustained repetition of links between the components of the life-long professional education process.

The first stage (the stage of initial specialization), as a rule, begins at the age of 5-7 years old; children enter and study at a children's music school or an art school. At the end of this period, final professional orientation and selection takes place. The selection is carried out at the early stages of professional training in order to identify the most capable and gifted children, i.e. there is a selection, allowing to continue professional musical education.

The second stage (the stage of advanced specialization). After graduating from a children's music school, a teenager enters and studies at secondary specialized college. At this age, the musician consciously decides whether or not to continue his professional training, i.e. he/ she has almost made the choice of the profession of a musician.

After graduating from a special secondary specialized college, the majority of graduates strive to continue their education and get a higher professional education.

The third stage (the stage of professional development). When enrolling in higher education institutions, musicians take into account their creative potential.

The fourth stage (stage of professional longevity). After graduating from a higher educational institution, the professional fate of musicians develops differently. At the same time, all the activities of the musician are still aimed at the supreme realization of creative abilities over the years.

Physical training accompanies a musician throughout his entire adult life, and at each stage of continuous professional training solves certain tasks.

At the first stage of musical vocational training, children are engaged in physical culture mainly in the secondary school, and in very rare cases in the sports section. By the age of 8-9, children involved in music are already less healthy, have a lack of physical development and physical fitness compared to their peers.

At second and third stages of professional training an important role is played by the teacher of physical culture, who works both with musicians and their teachers. Unlike a schoolteacher, a teacher of secondary special and higher education should clearly understand who he/she works with; one should know how to conduct physical culture classes with musicians and the content their specificity.

At the last stage, the care of their own health, the level of functional and physical abilities falls entirely on the shoulders of the musicians.

The stage of advanced specialization (the second), is of the greatest interest to us. At present, secondary specialized colleges in the system of life-long professional music education play one of the most significant roles.

The works of the authors Khairutdinov, Konovalov, Horvath (Horvath, 2010; Konovalov, 2011) are devoted to the study of various aspects of the professional activity of performers of different musical specialties.

Physical education is recognized by many experts as an important factor in the formation of a healthy lifestyle and the main means of maintaining and promoting health, including disabled people (Skachkov, 1991; Stolyarov, 1992).

Some researchers consider physical education as a procedural component of physical culture, which ensures the unity of the biological and social essence of a person, and mastering its values directly contributes to the formation of the physical culture of the individual (Auer, 1929; Matveev, 1996; Safina et al., 2015; Khairutdinov, 2019).

At the same time, Korovin, S.S. and Polievsky, S.A note the practical importance of physical education, highlighting in its structure a section of professional-applied physical training, which is aimed at creating a real state and perspective fundamentals of human readiness for successful mastering of professions, as well as optimizing the conditions of one's professional activity (Korovin, 1996; Polievsky, 1972).

## **Materials and Methods**

The aim of our study is to identify the sufficient conditions for the implementation of integration of physical education in the process of professional training of students of musical secondary specialized colleges.

The basis of research. Musical secondary specialized colleges of the Republic of Tatarstan. Stages of research. The study was conducted in three stages.

At the first stage of the study were analyzed research results of scientists, the methodological apparatus of the study was formulated.

At the second stage of the study, the process of physical education in the music secondary specialized colleges of the Republic of Tatarstan was monitored, interviews with teachers of physical culture and questioning of students-musicians were conducted in order to define exact programs.

At the third stage, the levels of integration of physical education into the process of vocational training of musicians were identified. During the study were used: theoretical analysis of scientific literature; the study of advanced educational experience; pedagogical observations of the process of physical education.

## **Research Results**

In accordance with the curricular, physical culture classes are conducted throughout the whole period of study, where each year of study corresponds to a certain stage at which specific goals are achieved.

1 year of study (1 course) - health stabilization .

At this stage physical exercises are focused on students adaptation for changed conditions of educational and professional activities (a sharp increase of academic load, stress from the entry exam period and other negative phenomena of the educational process) and minimizing the negative impact of mental, physical and psychic fatigue.

2 year of study (2 course) - the stage of health improvement.

This stage is a cumulative, with a special attention to the systematic variable practice of a wide arsenal of physical educational tools to achieve a long-term training effect.

3 year of study (3 course) - early professional development.

At this stage physical education is professionally oriented, where some tasks of vocational and applied physical training are solved on the basis of general physical fitness.

4 year of study (4 year) - extended professional development.

The main content of the program is divided into two parts: basic and variable.

Designing a year-round process of physical education, carried out in musical secondary special colleges in accordance with the laws of its division into periods and stages, taking into account one of the basic principles of organizing the process of physical education - the principle of systematic, allows effective solving of operational and long-term tasks.

Each period has the following duration: autumn-winter (4 months) and winter-summer (4.5-5 months), which correspond to the semester distribution of the educational load during the academic year, i.e. this period is divided into two stages: the stage of general physical training and the stage of special physical training (vocational and applied physical training).

The approximate ratio of general physical training and special physical training (professional and applied physical training) by years of training as part of our professionally oriented physical education were defined as the following: 1st year - 80/20; 2 year - 60/40; 3 year - 40/60; 4th year - 30/70.

A set of measures aimed at optimizing the management of the educational process and the effective functioning of the teacher, ensuring the readiness of students to interact in order to achieve the goal was defined.

On the basis of the survey, we determined the prevailing motives that increase the effectiveness of physical culture of students. The value of physical culture of students is determined by their individual motives. Moreover, the same people in different circumstances may have different motives. This is due to the fact that when they achieve certain results, students more fully begin to feel and realize the role and importance of physical exercises in the rational use of physical conditions in everyday life and professional activity.

In the process of questioning, the following most pronounced motives of students were identified: cognitive, recreational, social and professional.

Cognitive motivation - is focused on erudition, raising awareness in the field of physical culture, healthy lifestyle, the realization of a sense of satisfaction from the process of learning activities and the result.

Recreational motivation - is focused on improving of t physical and functional capabilities of the body, maintaining and strengthening health.

Social motivation - is focused on the formation of a sense of responsibility, an understanding of the health's social significance, an orientation towards different ways of interacting with others, communicating, asserting their role and position in society.

Professional motivation - they are focused on the use of physical culture tools for the development of professionally significant psychophysical qualities, knowledge and skills in the use of physical culture tools in the prevention and preservation of professional health, and maintenance.

On the basis of motivational and value orientations of students, we were able to determine the hierarchy of the prevailing motives for physical culture classes, so if on the initial courses of instruction the prevailing motives were social and cognitive, then on the senior ones there were professional and wellness.

The successful formation of students' motivation to physical culture exercises directly depends on the physical education teacher's competence, on his/her ability to organize and manage the learning process effectively, to fill it with meaningful software that not only takes into account the needs and interests of students, but can successfully integrate into the process of music education (Konovalov, 2011; Klickstein, 2009; Rosset, 2004).

## **Discussion**

In education, in the formation of a highly-qualified specialist, the main goal is his/her training and the creation of conditions for sufficient professional training, the achievement of which is not possible without integration of all types of educational activities. At the same time, due to many circumstances, the most effective means of achieving of this goal is physical education (Toledo, 2004; Fakhrutdinova et al., 2017).

The analysis of the prospects for the integration of physical education in the process of professional training of musicians allowed us to identify certain levels of such integration: content, valuable and procedural levels.

A good physical training of a musician (general and special) allows him/her to realize that he/she is physically healthy, while his/her body is an obedient, balanced and well-tuned instrument.

Physical training is an important part of the implementation of high-quality technical training. At the same time - technical training is implemented in accordance with the Federal State Educational Standard in the framework of general professional disciplines and professional modules of the professional cycle of the basic professional educational program.

Great attention is paid to general physical fitness: the development of physical qualities, motor abilities and functional capabilities; the formation of moral, volitional and personal qualities; increasing the level of knowledge in the field of theory and methods of physical education, as well as related sciences, aimed at the formation of wellness way of thinking : mastering knowledge of the use of tools and techniques to maintain and promote health; the skills of raising the level of one's physical form not only within the framework of the lesson but by extracurricular activities; choice of physical culture values; need for a healthy lifestyle.

For special physical training (professional-applied physical training) attention is paid to the development of professionally significant physical qualities, motor abilities and functional capabilities, the formation of moral, volitional and personal qualities necessary in the profession, increasing the level of special knowledge in the field of the theory and methodology of physical

education and other related sciences aimed at the formation of professional-applied physical culture: prevention of occupational deviations in health; improvement of professionally significant psychophysical qualities, motor abilities and functional capabilities, both in the framework of studies and independent ones; introduction to the values of a common, physical and professional culture; conscious choice of a healthy lifestyle.

## **Conclusions**

A musician is one of the few professions to which a person is enrolled from childhood. It takes up to 20 years of continuous learning to become a professional musician. It is impossible to get a high-quality professional music education without passing through its lower level (children's music school), where the future performer masters the basics of the music profession. It is impossible to study at a higher educational institution without education in a secondary specialized college (unlike other professions).

Performing activity of a musician is a complex and stressful process. In their professional activities, the musicians endure heavy physical and mental exertion.

The performing activity is diverse in its internal and external content, which implies a complex manifestation of physical qualities and motor abilities, including professionally significant, whose effectiveness of the development depends on the quality of physical education.

It is defined that, the integration of physical education in the process of professional training of musicians as the process of interpenetration of one object into another at a substantive level, the interdependence of the development of the spiritual and physical aspects of a personality and the interrelation of the formation of its general, professional and physical culture at the value level; implementation of direct and inverse physical and professional training (functional component) at the procedural level. Thus, the analysis of the prospects for the integration of physical education in the process of professional training of musicians allowed us to identify certain levels of such integration: meaningful, valuable and procedural. Moreover, each level has its own orientation and reflects the main touch points, so they should base on them in order to integrate physical education into the process of professional training of musicians studying in secondary specialized colleges. It was also determined that the effective organizational conditions allowing the integration of physical education into the process of vocational training of students of musical secondary specialized colleges is the development of modern physical education, in which the structure and substantive accompaniment has a pronounced professional orientation. In turn, the pedagogical conditions allowing the integration processes are the level of physical culture teacher's competence and the formation of students' motivation to physical culture exercises.

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