

## **IMPROVING THE EFFICIENCY OF STUDENTS' INDEPENDENT WORK AS A PROBLEM OF HIGHER EDUCATION**

The process of forming the communicative culture of the future conductor of an orchestra in institutions of higher education is primarily aimed at performing artistic and creative and educational tasks. This happens because it has always been believed that the musical and theoretical knowledge possessed by the future conductor will be able to help qualitatively solve artistic and creative tasks with the orchestra.

However, it is noted that the pedagogical-creative concept, aimed at the formation of communicative culture and individual communicative relationships with each member of the orchestra, contributes to solving non-standard situations in multifunctional artistic and creative activities (conductor, performer, arranger, teacher, psychologist, etc.).

The problem of the pedagogical concept in various aspects was investigated in the scientific works of S. Honcharenko, V. Gluzynskyi, V. Kraevskyi, O. Oleksyuk, O. Rudnytska, and G. Shcholokova. The scientific works of Ya. Sverlyuk, L. Matalaev, O. Ilchenko, A. Pazovsky, I. Musin and others form the basis for substantiating the main elements of communicative culture and professional training of the orchestra leader.

The purpose of this article is to highlight the latest methods and scientific achievements in the field of collective orchestral music-making and the formation of the communicative culture of the future leader of the orchestra.

The conductor's profession is one of the most difficult, requiring effective harmonious development of musical abilities, which are formed in the process of three-level education, starting with a music school and ending with an institution of higher art education. The first acquired knowledge, skills and abilities, which begin in early childhood, are the basis for the development of the future musician, which in turn can serve to form the communicative culture of the future conductor of the orchestra and further develop throughout life.

Nowadays, there are many scientific studies in the field of conducting and orchestra performance and the professional activity of the leader of the orchestra. Thus, in his research, O. O. Ilchenko (1994) describes the professional qualities of a conductor who works with a children's brass band and examines the specifics of the interaction between the leader and the orchestra and its psychological factors of influence. But in general, it can be noted that these scientific works highlight problems related to the professional qualities of the leader of the orchestra, which do not reveal the essence of his communication and culture of communication with the orchestra members.

For further consideration of the proposed article, it is necessary to reveal the key concepts of the study.

The term culture divides the following main areas:

- science and education (including all technological directions);
- art (painting, literature, music and other fields);
- the morality of a person and his worldview.

Individual communicative interaction and "communication" are the basis for forming the communicative culture of future leaders of orchestra groups. The term "communication" plays a special role in this study, as it is a way of transferring knowledge. Communication (from the Latin *communicatio* - unity, transmission, connection, message, related to the verb Latin *communico* - to make common, to inform, to connect, derived from the Latin *communis* -

common) is the process of exchanging information (ideas , views, emotions, etc.) between two or more persons, communication using verbal and non-verbal means for the purpose of transmitting and receiving information.

The preparation of the future head of the orchestral collective and the formation of his individual communicative skills requires the integration of psychological and pedagogical disciplines for comprehensive coverage of creative activity, and therefore education of his communicative culture in the process of working with the orchestral team. It should be noted that the number of professional professional disciplines is important in this process, but the quality of cooperation, which, in turn, combines the best scientific aspects.

The result of this process may also be a lack of communicative culture of the conductor, which will not contribute to the establishment of friendly relationships, taking into account the age -related psychological characteristics of the orchestra. Therefore, the first failures in the professional musical activity of future leaders of orchestral teams are due to such subjective factors. The accusations, in turn, go towards a professional educational institution, where according to beginners, the educational process and the real conditions of organizing the orchestral team differ significantly. On the other hand, at the initial stage of the future conductor, professional failures are due to the low level of psychological readiness and communicative culture as a whole.

If you consider other aspects of the preparation of the future conductor of the orchestral team, you can also identify negative trends in the development of this process. One of these phenomena is the lack of a preliminary study of the level of development of musical abilities in future entrants, which leads to the entry into the artistic educational institution of students who are not ready to master the specific skills of conductor-performing activities. Often, working with such students has no professional development only because in the first year of study, the teacher is forced to start with elementary postulates in the study of theoretical disciplines. In addition, for the professional training of the head of the orchestral team, you need to have an appropriate practice base. In favorable conditions, the future conductor acquires high professional skills with the orchestral team. The basis of such practical classes is always the latest educational and methodological literature, which should form the theoretical basis of qualitative preparation and development of culture of communication of future conductors of orchestral teams.

Thus, we found out that the communicative culture of the future conductor of the orchestra is formed in the process of interaction with the participants of the orchestral team. Under these conditions, a system of practical classes is formed, which is due to the moral and aesthetic experience of orchestra. Such a system can be realized not only in the professional activity of participants of the orchestra, but also in creative relationships. Therefore, a common communicative and aesthetic culture between the conductor and orchestralists is formed in the appropriate atmosphere.