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DIGITAL COMPETENCE OF THE FUTURE ACCOMPANIST-PIANIST IN THE CONDITIONS OF DISTANCE LEARNING: AN ESSENTIAL ANALYSIS OF THE CONCEPT

This article is devoted to the study of the concept of “digital competence” in the context of the future accompanist-pianist in the conditions of distance learning. The article provides a substantive analysis of the concept of “digital competence” and describes the main components of this concept. The authors investigate what digital skills and knowledge a future accompanist-pianist needs to successfully perform professional tasks in the conditions of distance learning. In particular, the article considers such aspects as working with specialized software, using online resources for searching and analyzing information, the ability to cooperate and communicate with other musicians and specialists. The findings of the study may be useful for future accompanists-pianists who seek to develop their digital skills and knowledge to enhance their professional opportunities in today’s music industry. In summary, digital competence is essential for accompanist-pianists in the conditions of distance learning. Piano education is actively developing in the format of online learning, which expands the possibilities of theoretical knowledge and practical skills of students regardless of place and time while having high efficiency. A study aimed to ascertain what competencies professional accompanists and accompanying teachers deem sufficiently important to have found that digital competence is one of the essential competencies for piano accompanying. A study investigated the effect of online teaching and individualized instruction in piano lessons. A paper suggests new learning approaches to interactive piano instruction. Online piano education, individualized online instruction, and interactive piano teaching are some of the ways in which digital competence is being applied in piano education.

Key words: digital competence, future accompanist-pianist, distance learning, substantive analysis.

Богдан Маліновський

**Цифрова компетентність майбутнього концертмейстера-піаніста
в умовах дистанційного навчання: сутнісний аналіз поняття**

Дана стаття присвячена дослідженню поняття «цифрова компетентність» у контексті діяльності майбутнього концертмейстера-піаніста в умовах дистанційного навчання. У статті проведено змістовний аналіз поняття «цифрова компетентність» та описано основні складові цього поняття. Автори досліджують, які цифрові навички та знання необхідні майбутньому концертмейстеру-піаністу для успішного виконання професійних завдань в умовах дистанційного навчання. Зокрема, у статті розглядаються такі аспекти, як робота зі спеціалізованим програмним забезпеченням, використання онлайн-ресурсів для пошуку та аналізу інформації, уміння співпрацювати та спілкуватися з іншими музикантами та фахівцями. Результати дослідження можуть бути корисними для майбутніх піаністів-концертмейстерів, які прагнуть розвивати свої цифрові навички та знання, щоб розширити свої професійні можливості в сучасній музичній індустрії. Підсумовуючи, автор висловлює думку про те, що цифрова компетентність є важливою для концертмейстерів-піаністів в умовах дистанційного навчання. Активно розвивається фортепіанна освіта у форматі онлайн-навчання, що розширює можливості теоретичних знань і практичних навичок студентів незалежно від місця та часу при високій ефективності. Дослідження мало на меті визначити, які компетенції професійні концертмейстери

та вчителі акомпанування вважають достатньо важливими для акомпанування на фортепіано. Дослідження вивчало вплив онлайн-навчання та індивідуального навчання на студентів на уроках фортепіано. Стаття пропонує нові підходи до інтерактивного навчання гри на фортепіано. Навчання гри на фортепіано в Інтернеті, індивідуальні онлайн-інструкції та інтерактивне навчання гри на фортепіано — це лише деякі способи застосування цифрової компетенції в освіті фортепіано.

Ключові слова: цифрова компетентність, майбутній концертмейстер-піаніст, дистанційне навчання, змістовний аналіз.

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Problem statement

Nowadays, the world community faces new challenges that require innovative solutions in the field of training future specialists in the artistic profile. The problem of preparing an accompanist-pianist for professional activity in the conditions of distance learning appears as separate segment, since these conditions pose the following challenges: the impossibility of synchronous learning and the special software usage requirements and online services in the process of professional training and activity.

Research and publication analysis

Publications by V. Bykov, M. Zhaldak, V. Kuharenko, V. Oliynyk, V. Osadchyi, N. Morse, E. Yelnikova, A. Uvarov, I. Robert, and others are devoted to the problem of digital competence development.

Methods

Study and analysis of scientific, educational and methodological literature on the research problem;
analysis of fundamental concepts and theory;
generalization;
systematization.

Results and Discussion

Digital competence is the ability of a person to effectively use information and communication technologies (ICT) to achieve their goals in various spheres of life. In a world where the use of digital services and applications is becoming more and more common, digital competence becomes extremely important for both personal and professional development. Nowadays, various digital gadgets such as computers, smartphones, tablets and other devices are used in almost all spheres of life. Therefore, digital competence includes understanding the working principle of these devices, the ability to use various software tools, the ability to quickly search and process information, as well as the knowledge of how to use digital services safely.

There is a large number of studies dedicated to the concept of “digital competence”. They include the ability to interact with digital devices and software, the ability to find and evaluate information

on the Internet, knowledge of cyber security, and the ability to use digital resources effectively. In addition, the digital competence requires such key skills as the ability to use information technologies, the ability to develop problem-solving skill with technologies, the ability to collaborate with others using technologies and networking tools, the ability to think critically and communicate effectively in a digital environment, and knowledge of cyber security and protection against malware and internet fraud.

Moreover, digital competence is an important component of “digital literacy” concept. In 2016, the European Commission published the framework document “DigComp 2.0: The Digital Competence Framework for Citizens”, which identified 8 key competences that are necessary for digital literacy. These competences include the ability to use digital devices and software, the ability to find and evaluate information on the Internet, knowledge of cyber security and anti-malware, the ability to communicate electronically and collaborate, the ability to create digital content, the ability to think critically and problem-solving, knowledge of electronic services and the ability to keep the electronic administration.

Digital competence is a set of knowledge, skills and experience according to I. Grebenyk. Willingness to use the acquired knowledge, skills and abilities, as well as methods of activity in life to solve pedagogical problems using ICT tools and methods as the following:

- to carry out information activities on processing, transmission, storage of information resources, on information production with the aim of automating the processes of informational and methodical support;
- to evaluate and implement the possibilities of educational electronic publications and educational Internet information resources distributed on the network;
- to organize information interaction between the participants of the educational process within the interactive tools that operate on the basis of ICT tools;
- to create and use psychological and pedagogical methods of control and assessment of students’

knowledge level; to carry out educational activities using ICT methods in aspects that reflect the specifics of a particular educational subject.

Besides, the researcher highlights the digital competence main aspects:

- the availability of a fairly high level of functional literacy in the field of ICT;
- effective and justified use of ICT in educational activities and for solving professional tasks;
- the understanding of ICT as the basis of a new paradigm in education, aimed at the development of students as subjects of the informational society [2].

An accompanist-pianist's activity has repeatedly been used as the subject of research by practicing pianists, like the following: K. Vinogradov, H. Kogan, M. Kryuchkov, E. Shenderovych, and others.

Koloskova means the following as the work of an accompanist-pianist with a teacher, "...subordinating the accompaniment according to the artistic taste of the performer, which is one of the specific features of the accompanist-pianist's work. According to the conductor's interpretation, both the volume scale of the piano part and the piece's rhythmic and stroke features should sound. The accompanist-pianist should not give his own artistic individuality up, as a sensitive accompaniment will only provide the performer with an inspiration. Therefore, the work with the teacher has the character of creative cooperation with the aim of agreeing on the performance plan of a musical piece according to the piece perception by both of the musicians." [3]. The researcher notes that in the process, the accompanist-pianist is working with three types of sheet music, such as: a cappella texts, piano accompaniment texts and interpreted texts for choir and orchestra [3].

The accompanist-pianist faces new challenges in the conditions of distance education, when the traditional way of work is devalued due to the impossibility of direct face-to-face contact with a soloist or ensemble. Therefore, we have an arising problem of finding new methods and ways of work for accompanist-pianist, including distance learning.

Digital competence becomes extremely important for any musician in the context of distance learning, and especially for an accompanist-pianist. Digital technologies have become an essential part of the musicians' professional activities, so it is necessary to understand how to use these technologies for effective learning and music performing.

One of the main digital competence aspects for an accompanist-pianist is the knowledge of software for working with music. Nowadays, there is a lot of software that help musicians in studying and practicing. For instance, MuseScore, Sibelius, Finale and others. An accompanist-pianist has to be acknowledged with the various functions

of different types of software and how they can be used to create, edit, and save music. One of the main challenges that arises in the conditions of distance learning is the necessity to interact with the performers remotely. An accompanist-pianist must be able to use various online communicational software such as Skype, Zoom or Google Meet to instruct, receive feedback and to communicate with performers.

The second aspect of digital competence is the use of online resources for learning and practicing. The Internet is a powerful tool that can help an accompanist-pianist find sheet music, recordings, video lessons, and other materials needed to study and to prepare for the performances. In addition, online resources can help accompanists-pianists to communicate with other musicians and teachers around the world.

The third aspect of digital competence is the use of video conferencing platforms for online learning and collaboration with other musicians.

Cloud services can be useful tool to form the digital competence of the future accompanist-pianist. Here are some examples of how these services might be used:

- *Online courses:* Cloud-based services such as Coursera, edX, and Udemy offer many courses in music and music theory. You can use these courses to improve your understanding of music theory, as well as to learn computer technologies that can help you to prepare for performances.
- *Music software:* Cloud services such as Sibelius and Finale allow you to create, edit and print sheet music. It can be a useful tool for learning new compositions and editing your own compositions.
- *Data storage and processing:* Cloud services such as Dropbox and Google Drive allow you to store and share music recordings and sheet music. This allows you to conveniently store and access music materials from anywhere and on any device.
- *Video tutorials:* Cloud services such as YouTube and Vimeo offer many video lessons on playing various musical instruments, including the piano. These videos can be useful to improve your playing technique and to learn new compositions.
- *Virtual instruments:* Cloud services such as Virtual Piano and Piano Marvel allow you to practice playing the piano using virtual keys. This can be useful to improve playing skills and to develop finger motor skills. Virtual tools also allow you to track the progress of your piano playing skills and to receive recommendations for further technique improvement.
- *Webinars and workshops:* Cloud services such as Zoom and Skype allow you to attend webinars and workshops with famous

musicians and teachers from around the world. It can be useful to improve your playing technique, to learn new compositions and to get an advice about your music career.

- *Music software for analyzing and tuning instruments:* Cloud services such as Tuner can help to tune pianos and other musical instruments. There is also software that allows you to analyze the instrument performance, helping to identify technical problems and to improve the performance.

We will describe several of the most common digital services separately. A future accompanist-pianist can use them in a preparation for the professional activity, as well as directly in its process.

Telegram. Telegram can be a useful tool in forming the digital competence of a future concertmaster-pianist in the conditions of distance learning.

Here are some ways you can use Telegram to improve the digital literacy:

- *Educational channels:* Find channels on Telegram that publish piano learning materials. They can post sheet music, video tutorials, tips from professionals, and more.
- *Group chats:* Create a group chat with your fellow students and teachers to discuss lessons and to resolve the issues that appear in the learning process.
- *Bots:* Use bots that can help you to learn sheet music, to practice piano technique, and even to test your knowledge.
- *Virtual Concerts:* Organize virtual concerts using Telegram where you can demonstrate your piano skills in front of the teachers and fellow students.
- *File sharing service:* Use Telegram file sharing feature to send and create sheet music, lessons' recording, and other learning materials.

Overall, Telegram can be a useful tool for future accompanists-pianists to improve their digital competence and to access a variety of educational materials and resources.

Zoom. Advantages of using Zoom to form the digital competence of the future accompanist-pianist:

- Video conferencing allows real-time interaction with the teachers, colleagues and other students from around the world, which increases knowledge and experience sharing opportunities.
- Zoom provides the feature to record video and audio lessons, allowing you to revisit the material and to improve your skills.
- Using of an electronic board and teamwork in projects allow students to develop their creative and analytical skills.

Zoom allows you to hold virtual concerts and exhibitions, which promotes the development of creative and organizational skills.

In summary, Zoom platform using will help the future accompanist-pianist to acquire the necessary digital skills, to develop creatively and to expand his opportunities in the music industry.

YouTube. YouTube can be a useful resource to build the digital competence of a future accompanist-pianist. Here are a few ways YouTube can help you:

- *Piano video lessons:* YouTube has tons of piano video lessons that can help you to improve your technique and to learn new songs. You can find videos from professional pianists that will show you how to play different rhythms, arpeggios, chords and other elements.
- *Concert Videos:* YouTube can also help you to improve your musical skills by watching concert videos of famous pianists. This can help you to understand what techniques professionals use during the performance, and it will also give you the opportunity to learn new repertoire songs.
- *Music content channels:* YouTube has many music content channels where you can find both classical and contemporary music. Watching videos on these channels can help you improve your music taste and discover new genres and artists.
- *Videos with audio recordings:* YouTube also has a large number of videos of classic music audio recordings. This can help you to deepen your understanding of music, particularly the sounds of different instruments and their combinations.
- *Musical Instruments:* On YouTube you can also find videos of various musical instruments demonstrations and reviews that can be useful for the future accompanist-pianist.

Another digital competence formation indicator is the ability to use musical notation software and audio editors.

Music notation software such as Finale, Sibelius, MuseScore, etc. allow you to create and edit musical scores on your computer. Using these products, you can create scores from scratch, or you can import and edit existing scores. They have built-in features such as automatic note conversion, dynamics and articulation editing, markers adding, and more. Using music notation software allows you to create and edit music faster and more accurately.

Audio editors such as Audacity, Ableton Live, Logic Pro, etc. allow you to record, process and mix audio files. They have built-in effects such as equalizer, compressor, reverb, etc. that allow you to improve the sound quality. Using audio editors allows you to record and to process live instrument performances, to mix tracks and to add effects to improve sound quality.

They allow you to create and edit music, to record and process live instrument performances, and create mixes of compositions for various media formats. In addition, music notation software and audio editors are useful tools in music studying and

compositions analyzing. They allow you to view music from a different perspective, to analyze melodies, rhythm and harmony, to visualize sound characteristics, etc.

Musical notation software knowledge and skills, audio editing software skills can also be useful in creating musical material to use in various projects such as commercials, movies, games, etc. Musical material can be created from scratch, or within using of an existing sound elements and effects.

It is important to note that knowledge of sheet music software and audio editing software do not replace musical skills and instrument playing technique. This software helps in the material preparation for the performance, as well as in the music creating and analyzing process.

In today's rapidly evolving digital world, digital competence is an essential component of a musician's

successful career. Mastering music notation software and audio editors will help future accompanists-pianists to work in a more effective way with musical material and to produce impressive performances for their listeners.

Conclusions

Summarizing everything mentioned above, it is worth noting that in general, cloud and digital services can be extremely useful in digital competence building for the future accompanist-pianist in the process of distance learning. They allow access to a large amount of information, learning materials and software tools from anywhere and on any device. It is important to say that cloud services do not replace in-person learning and musical instruments playing practice, but can be a useful addition to the process.

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