

Investment Component of Musical and Linguistic Education and Music Computer Technologies

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Abstract—Given article briefly describes the current state of musical education in the Russian Federation. Attention is paid to main sources of investment in musical education, their causes and goals. The authors of the article analyze the problems concerning the current significance of contemporary musical and linguistic education, and, in particular, the ones being formed by the development of high-tech information environment, as well as the ways to solve some problems of learning music and foreign language on the basis of music computer technologies and information technology.

Keywords— interactive network systems, keyboard electronic synthesizer, linguistic education, music computer technologies, musical education, music computer technologies, private investment, public investment.

I. INTRODUCTION

Musical education today is if not at its peak, but in greatly advanced stage. It is intensively integrated into the social and cultural life of people. Nowadays we can confidently state that since there is a great amount of factors: social, economic, technological, etc., musical education is forced to be constantly modernized, allowing it to shape the needs of society for creative growth and to be able to understand all sorts of complex and new phenomena. In addition can say that arts including musical and linguistic education is closely connected to all spheres of human activity, which means it directly forms various ways of creative thinking, increasing the competitiveness of an individual in a particular field of activity.

It is also important to note that the Russian Federation received the remarkable growth rates of music education only during the last two decades, which significantly affected:

1. The number of state music educational institutions opened during this period;
2. Expansion of educational methods;
3. The development of tools that allow you to effectively integrate and learn the musical world;
4. The number of non-state educational institutions (schools, studios, sections, etc.).

All these factors, despite of other things, led to the fact that

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for the successful development of music education it is required to have some substantial financial investments. Today, there are various of investment channels; however we will focus only on the main of them.

II. STATE INVESTMENT IN MUSICAL EDUCATION

In the Russian Federation, as in the rest of the world, the state plays a crucial role in the development of education in general and music education in particular. If we view the music education through the lens of finance, we can confidently say that the state acts as the main investor, allocating annual funds to support music education from all types of the state budget (federal, regional, etc.). There are several funding channels:

1. Direct funding;
2. Joint or direct participation of various authorities at various levels;
3. Attracting various structures of a mediatory nature.
4. Using a collaboration between public and private funding based on partnerships.
5. Allocations from the federal budget to various musical organizations created by the constituent unit of the Russian Federation, as well as to independent musical organizations and groups in order to reimburse them for the incurred costs related to the implementation of certain creative projects.

III. NON-PUBLIC INVESTMENT IN MUSICAL EDUCATION

Recently non-public investment channels have become widespread. This is in part due to the fact that the music industry in general and music education in particular, become an increasingly attractive area for investors to receive profit.

However, to date, the following non-government investment channels have become widespread:

1. Private Russian funds;
2. Private foreign funds;
3. Venture funds;
4. Investing from private entrepreneurs;
5. Investing by Russian and foreign companies.

Despite the aforementioned factors that are caused by increasing profitability from investing in musical education, patronage remains a fairly common channel of investment.

IV. NEW MUSICAL INSTRUMENTS

In musical practice the big distribution has acquired a new class of musical instruments that includes keyboards,

synthesizers, workstations, multimedia computers etc. Built on the basis of digital technology these tools are characterized by considerable expressive resources, which opens up broad prospects for their application in music education [2]. New opportunities allowed us to carry out with the help of such tools not only recording, but also performing tasks. It is not by chance that with the development of the music computer technologies (MCT), this auditory experience has become the Foundation for many developments in the didactic direction. The creation of musical compositions with the use of new possibilities of MCT is already widely included in the practice of professional composers. The ways of realization of the concept of musical-computer pedagogical education, allowing us to change the level of training of the teacher-musician at different stages of training, are proved in a number of scientific and pedagogical researches.

In the software of professional activities of the contemporary musician and the possibilities of modern electronic musical instruments, the IT accumulated over the centuries in music and the art of music making has been fully and completely embodied. The understanding of the fact that a specialized musical computer (MC) is becoming a new multi-functional poly-timbral instrument of a musician is being formed. A lot of works are devoted to the musical computer, electronic musical synthesizer and various aspects of their functioning in the contemporary artistic and creative environment.

V. MUSIC COMPUTER TECHNOLOGIES IN EDUCATION

The complex innovative educational system "Music Computer Technologies in Teacher-Musician Training" developed in the educational and methodical laboratory "Music computer technologies" at the Herzen State Pedagogical University of Russian, based on the best traditions of the domestic classical music education, as well as innovative foreign experience and modern MCT, developing both the actual music and information technology education, will indispensably affect the problems of music writing and social aspects of the process of computerizing of art education in general [3]. The principles underlying the creation of the methodical system are the basic ones for the formation of a new subject area in musical and pedagogical education, the possibility of which is due not only to the emergence and development of the international art, but also to the preservation of crystallized written traditions of musical culture. Their existence is fundamental to the formed at the present stage of the professional activities not only musicians, working with MCT (sound engineers, sound designers, sound producers, performers on synthesizers and MIDI-instruments, etc.), not just programmers (developers in the field of electronic music systems), but also music teachers, for whom contemporary technologies offer new possibilities in the solution of didactic problems [5; 6; 7 and others].

The authors see one of the main tasks of pedagogical research in revealing the didactic features of the use of MCT, the possibility of their application in the musical education and education of the younger generation on the basis of classical music, traditional approaches to the methods of broadcasting

the products centuries-old musical culture. It is important that the passion for external, new digital effects and opportunities not only contributed to the bright and colorful "hot" impressions in communication with the art of music [8], but also developed critical thinking, worked on the development of intellectual and cultural growth of students.

VI. CONCLUSION

According to the all facts that described above we can say that the investment component in music education is very important and is an integral part of it. Sufficient investments allow:

1. To modernize the education system by adjusting it to the current realities of human development.
2. To make technical breakthroughs in the field of creating musical instruments and other ways of representing music, including high-tech products.
3. To make education more qualitative and more accessible, creating a larger number of qualified labor market participants.
4. Sufficiently popularize musical and linguistic education in society.

Lack of investment or their reduction, will undoubtedly lead to reduction in qualified specialists in the market, which will have a negative impact on all spheres of state activity in general and every person in particular.

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