

THE SINGING PEDAGOGUE (part III)

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Abstract: *Modern singing pedagogy requires a certain mentality, a way of dealing with its own educational system been simultaneously an art of artistic management and an art of effective voice training. The students or the pupils participating in education have to consider the management of the voice as well as an art and as a science.*

Keywords: *Singing pedagogue: a model, a partner, a researcher in the education science.*

1. Introduction

We think that we are:

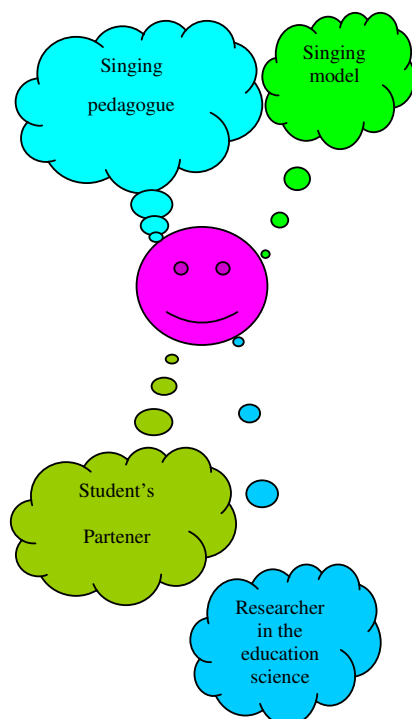


Fig. 1 Images of possible pedagogical activities

We think that the pedagogy deals with some questions that have answered only at the level of generality:

- *Pedagogy is the science of education, or pedagogy is concerned with the study of educational phenomenon [7-9, 11].*

We know that in late 1889, **Emile Durkheim** (1858-1917), a French sociologist, that in 1887 became professor of pedagogy and social science at the University of Bordeaux - this been the first sociology course taught in any University, himself been a proponent of education sociologist guidelines who, made a clear distinction between pedagogy and science education. In 1902, he has appointed lecturer in Educational sciences at the Sorbonne and Professor of pedagogy in 1906, when will teach also sociology at the Sorbonne. His scientific achievements in the field of educational science are very large (in addition to numerous articles and critical reviews). [28].

Thus, what we know today is that pedagogy dealing with the ways in which education has conceived, or rather, pedagogy deals with the way it reflects the reality of education, by issuing precepts of

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moral conduct, ethics, religion, etc. to the future teacher and to the pupils or student.

2. The modern way of vocal pedagogy

The way in practice the pedagogy deals, with the educational science, which is responsible for the education system proper to every country, and with the explanations of the types of education, provided by educational institutions in their own functioning.

Pedagogy is also the general theory of art education groups in a valid universal principle, extracted from isolated educational experiences of personal educational methods, from a pedagogical reality: that there is a student and a teacher, separating rigorously what belongs to the reality in pedagogy of what belongs to the idealistic pedagogy.

Pedagogy, as a science, has understood as *the science of patterns of interpretation and implementation of educational phenomenon* completed by *its object*. This science has evidenced by an educational project; through *social action*, been a public system open to anyone wishing to explore; through *a morality and an ideology* subjecting to the ethics and morality system and to the defence of human rights and free expression.

“...studying the essence and the features of educational phenomenon, the purpose and the tasks of education, the value and its limits, the content, the principles, the methods and the forms are on-going processes”. [8], [30].

This is the meaning of **Constantin Cuceş**, about the educational science. He was a Ph.D. in science education, professor at the Faculty of Psychology and Educational Sciences, „Al. I. Cuza” Iasi, Director of Teacher Training Department of the same university. He has authored over 120 studies in collective volumes and journals: Pedagogy and axiology (Didactic

and Pedagogical Publishing House, 1995), Education (Polirom, 1996 Edition II Revised and enlarged, 2002), Religious education; Content and forms of achievement (Didactic and Pedagogic Publishing House 1996); A pedagogical perspective (Polirom, 1996), Religious education; Highlights of theoretical and methodological (Polirom, 1999), Psycho-pedagogy for teaching exams and degrees finalization (Polirom, 1999); Education. Cultural and intercultural dimensions (Polirom, 2000), history of pedagogy; Fundamental educational ideas and doctrines (Polirom, 2001); Time and temporality in education; Elements for a time management school (Polirom, 2002), Informatization of education. Aspects of virtualization training (Polirom, 2006); Theory and methodology of evaluation (Polirom, 2008). [28].

Terms: *paideutic, teaching, pedagogy* rooted in Greek word: *paidagogia* compound word formed from *pais*, or *paidos*, which is translated in: *child*, and *agoge* which involves the action of lead, used especially as *driving the child*, i.e. influencing the growing up child meaning child’s growth and education.

There are other words derived from the same root, such as *paidagogos* - it was the slave who took the Greek citizen child on the way to school, converted in *gramaticul* which is an archaic form of today’s teacher, or the *pedant* - which is the careful, the vigilant, or the meticulous - the main attribute of a contemporary pedagogue.

3. The modern methods for the educational process

The methods to achieve the educational process, have etymology comes from *odos* = path, road and *metha* = by, for. That represents the means used in school by a teacher to support the pupil or the student,

so that it can discover the world, what things surrounding it, to develop itself physically and mentally, to discover the sciences or humanities, to develop their aesthetic taste, to build skills and abilities. All these are doing to become useful to the society after finishing school, which gave all these opportunities, and in particular those opportunities to study.

Sorin Cristea, Ph.D. Professor, Director of Teacher Training Department, Faculty of Psychology and Educational Sciences, University of Bucharest, published a lots of very interested books (selection): Steps towards reform school (Didactic and Pedagogic Publishing House, Bucharest, 1991); Education reform in the anteroom, (Ed Porto-Franco, Galati, 1992); Pedagogical foundations of education reform, (Ed Teaching Pedagogical and R. A., Bucharest, 1994); Education reform methodology, (Ed Hardiscom, Pitesti, 1996); General Education, (Education Management, Didactic and Pedagogic Publishing House, A. A. , Bucharest, 1996); School management organization, (Didactic and Pedagogic Publishing House, A. A. Bucuresti, 1996), which all completes that: "The quality of education teaching method involves its transformation from the way of knowledge about the teacher proposed in a way to actually pre-made learning, a pupil or a student within the formal and non formal pedagogical instruction, with openings to permanent and continuous education." [7], [28-29].

Speaking about the need of innovation in the field of teaching methodology and in the search for new alternatives to increase the effectiveness of instructional and educational in modern school through direct involvement of the pupil or student and his cognitive mobilization effort, we approach Professor **Ioan Cerghit**. He is the consulting professor at the Faculty of Psychology and Educational Sciences,

University of Bucharest. He was chief of the Laboratory of University Teaching (1984-1989), director of the Pedagogical Seminary (1994-1996), and from 1994 to 1999 led the Department for Teacher Preparation. He is author and coordinator of several works devoted to education and education theory, such as Pedagogy Course (1988); Methods of Education (eds. I, 1976, ed. II, 1980 ed. III, 1997); Alternative and complementary learning systems. Structures, styles and strategies (2002). [28].

He sustains: "Modern pedagogy does not seek to impose any rigid recipe, but think that fixity methods, educators' conservatism, excessive routine, indifference, etc. bring great harm current efforts to increase the education on the new stage. Modern pedagogy it is not opposed to any individual or collective initiative and originality to rethink and reconsider the creative mind of any issues concerning the improvement and modernization of teaching methodology at all levels. The essence of pedagogy created in terms of methodology, means an endless search, renewal and improvement of working conditions in schools." [3], [31].

4. Practical applications

Applying to our field, to the musical arts, especially to the art voice, we believe that a modern pedagogy of singing requires a certain mentality. Requires a way of dealing with its own educational system, been at the same time an art of artistic management, an effective training, participating either the pupil or the student to consider the voice education as a science but as art. Thus, as a *researcher in the science education*, the singing pedagogue transfers and offers in the same time, to his pupils or to his students, keeping the cold distance required by science, the values of singing art and

science, being concerned with their professional training but also with their mental, psychological and physiological development. In addition, as a pupil or student's *partner*, the singer pedagogue advises, appeals to different means of understanding. Sometime, he explains the resort of the educational complex that he wants to implement it, directs, sanctions hinder, support, encourage, advice, offers psychological councils. In the meantime the singing pedagogue is acting as an *examiner*, strives to be as objective as he can, not to get involved by the excitement and personal feelings in judging the pupil's or student's performance. He has to be able to offer real solutions to his voice problems, to his vocal technique problems, to his vocal behaviour in terms stress, exam or concert, to offer positive or negative feedback without emotional involvement subjective, to offer psychological support and comfort.

As a *model*, the modern singing pedagogue, offers and lays down moral and ethical issue. He will focuses on teaching and moral training, seeking honesty and fairness based on mutual trust, pursuing punctuality, honesty, permanent training of its own, public appearances in public concerts, participation in Symposium and Conferences specialized in local area or aboard. We consider that is important to the pupil so the student that considers his singing pedagogue as a model, to be lead to assert its own autonomous and creative personality. In the meantime, we promote the idea to those that guides the pupils or students, to apply an ideal set education policy. This ideal set education policy promotes: *to prepare human figures resources, to form personalities according to the goals supported by individual and society* according to the conclusions of Professor PhD Ioan Jinga – associate professor at the DPPD Department ASE, Bucureşti,

published together with Professor PhD Ion Negreţ - Dobridor, School Inspection and instructional design, Aramis Publisher House. [17]

5. Conclusions

The profession: *singing pedagogue*, has, on our opinions two understandings: one broad, related to the activity, i.e. the singing pedagogue is an occupation that earn their living individual; the second sense, a smaller one, is to define staff training specialized in arts, respectively in vocal art.

Emil Mihuleac defines job or profession, as a certain type of activity, a series of actions and operations performed to obtain a product independently. Profession or occupation has thus described as a specialized activity, based on training that enables the entire chain of operations in a craft, which requires a certain continuous theoretical and especially practical preparation. [20]

We think to be an effective professional singing pedagogue, teaching and learning his own vocal technique methods, must have first, a broad and comprehensive conception of education and training pupils or students. Second, he has to have a well-grounded conception of singing approach interdisciplinary, and a clear understanding of its function and roles of singing pedagogue and its parts derived there from, a clear understanding of the implementation of all known methods of education for various educational situations, with which he faced during his singing pedagogue career.

Effective professional singing pedagogue can become a professional in education, a creator of human resources, professionals in voice training, both in the artistic field and in the teaching, been a task in itself, a fundamental condition of its pedagogical existence. This distinguished the singing

pedagogue of other occupational areas where the profession of teacher is complementary to a specialist from another field. Singing pedagogue in our speciality, ranked most important in vocational educational activity, because helps pupils or students in formation of their personalities, their conduct in society, their formation as individuals and citizens, to their training as future viable artists at their training as future teachers and mentors in professional singing secrets.

We, *the pedagogues and the singing pedagogues*, in particular, we will always be concerned to obtain the freedom and natural voice production, after years of assiduously and conscious professor-student work. The real development of vocal technique comes not only with a stronger and a louder voice, but also with the addition of freedom, agility, brilliance and the beauty of the voice. We will succeed to obtain also a healthier professional voice, both in speaking and in singing. Singing is one of the most personally competitive of the professions. To be a singing pedagogue it must not only to possess a very good voice but also is necessary to have elementary knowledge of anatomical and physiological production of the voice, due with a good and a healthy vocal technique. Then, is necessary to have pedagogical aptitudes: 1. cognitive, social, affective and esthetical skills based on knowledge obtained in a school of pedagogical sciences and 2. natural skills. This natural skill requires talent, vocation and intellectual dotation not intellectual doping, intellectual emancipation and not intellectual manipulation. Then is necessary to have the abilities to obtain as a result: the formation of intelligence, of the creativity, skills and abilities, and to develop the personal potential of each pupil and student.

Although it looks slightly intriguing, we support the famous Marcus Tullius Cicero saying: „natural ability without education has led to glory more often than innate ability without education” [32], but this implies a pedagogue who is giftedness, determined by using IQ-type factors (coefficient of intelligence), SQ (coefficient of spirituality), EQ (emotional sensitivity coefficient), and other factors. This discussion will be continues in the next parts of our study.

We conclude that being an educator is not to exercise a profession, but means to accomplish a job, making it an apostolate.

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