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Music Computer Technologies In Contemporary Culture: To The Problem Of Classification

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Abstract— The paper raises the problem of classification of music computer technologies. The principles of classification in science are considered and the optimal one for solving the research problem is identified. It is proposed to distinguish four large groups based on the technology functioning: pedagogical (teaching, educational); analyzing (research); aimed at preservation (collective, saving), broadcast (communication) and creative (performing and composing). The ways and prospects of further solving the problem in terms of a more detailed division of the selected groups, highlighting their characteristic features, as well as possible directions for the development of music computer technologies (MCT) in various fields of musical activity are proposed.

Keywords—Classification of terms and concepts, music computer technologies (MCT), scientific typology, technology functioning.

I. Introduction

The problem of typology of terms and concepts is an important component of any branch of science, since the classification of the studied material seems to be one of the necessary methods of cognition. The problem in the field of music computer technologies (MCT), which is one of the first and which must be solved, eliminating contradictions, is the development and classification of the terminological apparatus. Classification issues are urgent at the moment, because researchers have accumulated a great deal of baggage in this area, and it became necessary (and possible on the basis of available data) to evaluate materials, define a hierarchy and compile a typology of terms and concepts. The authors are aware of the known degree of subjectivity of the proposed version of the classifications due to the large number of terms, concepts and their interpretations.

The purpose of this work is to continue the research presented by the authors [9; 10; 23, etc.], which raises the problem of classification of music and computer technologies. We consider the principles of classification in science and identify the best ones for solving the research problem. It is proposed to distinguish four major groups based on the functioning of technology: pedagogical (training, educational); analyzing (research); aimed at preserving (collecting, saving) and transmitting (communication) knowledge about music, creative (performing and composing). The ways to consider the prospects for further solving the stated problem in terms of a more fractional division of the selected groups are suggested.

II. Research review

There are two main aspects regarding the terminological apparatus in the field of music computer technologies:

1. Actually the definition of MCT;
2. Terms and concepts from the field of MCT.

Actually, the definition of "music computer technologies" has already become established and was

successfully formulated in 2002 by I.B. Gorbunova [6]; a more detailed description of the phenomenon of MCT and, accordingly, the terminological apparatus associated with this definition was described in [9]. Under her leadership, it was developed the concept of “Music Computer Technologies in Education” and created the Education and Methods Laboratory Music Computer Technologies at the Herzen State Pedagogical University of Russia. In the context of this approach, MCTs are defined as an "interdisciplinary field of professional activity associated with the creation and use of specialized musical software and hardware, requiring knowledge and skills both in the music field and in the field of computer science." [11, p. 5]

These technologies are considered as an innovative phenomenon of modern culture and education (see, works [4; 7; 8], in particular, MCT are evaluated as corresponding to the following educational principles: scientific, visibility, activity, consistency and consistency, individualization of learning (see more in the works [18; 24; 31; 33]).

In addition, in modern research, the term "music computer technologies" is recognized as optimal for international use-it is close in spelling and sound for the largest number of other languages. Based on the painstaking analysis carried out by the authors [8; 10; 11], and highlighted in the study the most widely used lexemes for the phenomenon of "music computer technologies" in various languages of the world, as well as in the perspective of our consideration, it is noted that "the terminological apparatus that is used in the music and computer direction of music education (given a certain degree of freedom in the use of terms by authors to refer to technologies), is formed, to a certain extent, not only based on the authority of any authors, but also due to the publication activity of a number of scientists and editorial teams" [10, p. 175].

Researchers present arguments for the approval of the term "music and computer technologies" as an international one and analyze the sum of connotations that the terms from the list have: "music technology", "music computer technologies", "digital music technology", "computer-based technology", "music teaching via technology". In the works of other scientists, the problems of functioning of cloud-oriented technologies that are similar in meaning and their implementation in creativity and education are raised [16; 17; 21]; MCT and transformation of the socio-cultural paradigm of performing on musical instruments, including electronic musical instruments (EMI) [15; 19; 22; 25; 34; 35].

We will consider the second aspect of studying the terminological apparatus - the creation of a generalized classification of terms and concepts from the field of MKT, which would reflect their place and functioning in contemporary culture.

III. Problems and methods of classification

It is known that when compiling any classification, it is necessary to highlight an essential constant feature, one definite basis, which would form its basis and mutually exclude the points of the classification [14, p. 157]. In science, terms as sign units are considered in four aspects: in form and structural features; by their meaning; by historical characteristics; by the peculiarities of their use [13]. Based on these aspects, there are various options for classifications of terms. In our work, we propose a classification according to the features of the functioning of the MCT.

But, first, it is necessary to highlight the first and largest division of the MCT - this is the division by areas of knowledge or activity (by special areas) where these technologies function and/or are studied: science, technology, pedagogy, culture.

The next, in our opinion, smaller division of the MCT is the division according to the type of functional tasks, i.e. how (why) these technologies function. By functional tasks, we propose to conditionally divide the MCT into four large groups:

1. Pedagogical (teaching, educational) music computer technologies;
2. Analyzing (research) music computer technologies;
3. Music computer technologies aimed at preservation (collective, saving) and broadcast (communication);
4. Creative (performing and composing) music computer technologies.

IV. Results and Discussions

A. Pedagogical (teaching, educational) Music Computer Technologies

This group includes all technologies related to the provision of music education. This is perhaps the broadest and relatively well-studied area of MCT use. The

phenomenon of MCT as a new educational creative environment was first considered by I.B. Gorbunova [6; 9; 26]. This group includes technologies that help to embody the most adequate approaches in the pedagogical development of new capabilities of the new technologies' tools applicable to teaching music and leading to the emergence of new versions of computer technology, software and new educational and methodological support, understanding of education of a new level in our lifebased on a number of studies, among which we will highlight the works [36; 37]. In the future, we propose to classify the group "Pedagogical (teaching, educational) MCT" in more detail, highlighting the stages and levels of education and MCT acceptable for each of them (primary education, pre-vocational, general developmental, additional, education in the secondary vocational education system, university) [30; 38].

B. Analyzing (Research) Music Computer Technologies

We propose to include technologies related to sound recording, sound reproduction and computer analysis of music to this group. For example, at present, MCTs play a huge role in deciphering musical folklore, both in the field and preserved only in recordings. MCT allows you to process, notify the collected material. The following group in our classification is closely related to this group of technologies: "Music Computer Technologies aimed at preservation (collective, saving) and broadcast (communication)." A huge role belongs to the further cataloging, classification, systematization and digitization of musical materials of traditional music. Today it is necessary to create a "music bank" - a unified catalog, ready to accept for storage for further use samples of the musical culture of the peoples of the world [1]. An invaluable role is played by MCT, aimed at increasing the speed and quality of communication, including in international cooperation and interaction of cultures [2; 20; 39; 40].

C. Creative (Performing and Composing) Music Computer Technologies

Creative (performing and composing) MCTs are definitely an integral part of the modern creative and performing process. The issues of modeling creative processes using MKT have been studied in the works of a number of scientists, among which we note the works [12; 28; 29]. As an integral part of the modern creativity of the modern musician of the digital age, MCT is considered by modern researchers, including composers and performers (see, for example, works [3; 27; 32]). One of the modern assistants of the composer and orchestra player is, for example, a notator (computer program for typing notes), who allows you to hear the score while composing or arranging [5] it, and who can select parts from the score with one click of a button. New horizons of the creative process are provided by electronic instruments and various kinds of software products that allow you to compose music using new timbres (which you can create yourself), to perform musical and computer arrangements.

V. Conclusion

In fact, all the numerous variants of computer technology (in the broadest sense of the term), as well as software, computer musical developments designed for recording, listening, creating, editing music, saving and transferring data are used in all points of our proposed classification, but perform different functions. After all, they are all intended for professional activities related to the creation and use of specialized musical software and hardware. For example, the understanding of music computer technologies as a contemporary means of preserving and transmitting cultures allows us to single out a separate group in our proposed classification. However, the same MCT will function in other groups, but in a different capacity. Electronic musical instruments in all their varieties can function in each of the points of our classification for one purpose or another. A new culture of transmission of knowledge in a digital educational environment also becomes possible with the help of technologies of any other group of our classification, etc.

Hence the prospect of further research emerges: the continuation of the classification of MCT. Each group we have identified needs a more detailed division. The prospect of further work seems to us very important, since any classification reveals the logical-conceptual structure of the subject area in all its diversity.

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