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## 2.6.PREPARATION OF FUTURE MUSICAL ART TEACHERS FOR INTEGRATED TEACHING

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**Abstract.** *The article substantiates the necessity of special training of future musical art teachers for integrated teaching. The result of such training is defined as the readiness of the future specialists for integrated teaching, the structure of which includes motivational, theoretical, practical and personal components, which are interdependent and interrelated. Taking into account the content of the components of readiness of future musical art teachers for integrated teaching and the logic of the process of professional training of students, the author grounded pedagogical technology of the phenomenon under investigation; its concept is based on systematic, integrated, competency-based, personal-and-activity approaches. The developed pedagogical technology of preparation of future musical art teachers for integrated teaching envisages the implementation of organizational-modeling, professional-motivational, cognitive-procedural, experience-praxiological and reflexive-correctional stages.*

**Key words:** *future musical art teacher, training, readiness, integrated teaching, technology.*

Modern educational trends are stipulated by the entry of domestic education into the European educational space, which takes place within the framework of the overall process of European integration of Ukraine. In this context, raising the level of professional training for future teachers, including future musical art teachers, in accordance with the European educational standards, is of particular relevance. The quality of professional training is determined not only by a combination of the knowledge acquired by the future specialists, but also by their ability to apply it in their professional activity, as well as by mobility, consistency and applied properties of this knowledge. This determines the need to find promising ways to improve the quality of professional training of future musical art teachers in accordance with the needs of the modern school.

Describing the professional activity of a musical art teacher, it should be noted that this activity is connected not only with the transfer of knowledge, but also with the inviting of schoolchildren to sensual comprehension of reality, and personal emotional perception of the phenomena of the world around. Sensuous

forms of cognition of reality through art are the main pedagogical means of influencing a person in the lessons of musical art. However, the peculiarity of teaching art disciplines in the modern secondary school is in its integrated nature, as the educational area "Art" provides for the systematic mastering of various arts and diverse artistic and creative activities. Integrated art teaching provides integrated effect on a personality by comprehension of arts interconnection, awareness of the possibility of reflecting reality in various arts.

Thus, the activity of a musical art teacher is integral by its nature and requires appropriate professional training [1].

In pedagogical science, a considerable amount of scientific research results aimed at solving the problem under study has been accumulated. General issues of the professional training of future musical art teachers, its methodology and conceptual foundations were studied by O. Apraksina, O. Archazhnikova, T. Bilousova, E. Bondarevskaya, O. Garmash, N. Hrebenyuk, T. Ivanova, L. Koval, G. Padalka, A. Rostovskyi, A. Rudnitska, N. Chepelieva, O. Shcholokova and other scientists.

The content of professional training of the teaching musicians, its structure, ways of formation are based on the general pedagogical principles of the teacher's skill, developed by O. Apraksina, V. Bondar, Y. Burlaka, F. Honobolin, V. Grynova, I. Zyazyun, V. Zagviyazynskyi, A. Kapska, M. Kukharev, N. Kuzmina, Y. Lvova, O. Moroz, O. Mudryk, M. Makhmutov, L. Necheporenko, A. Petrovskyi, O. Piskunov, M. Potashnik, O. Rudnytska, V. Semychenko, V. Slastonin, O. Skrypchenko, N. Tarasevych, I. Kharlamov, N. Khmel, G. Khoziainov, A. Shcherbakov, G. Shchukina and other scientists who have successfully dealt with this issue.

The importance of individual directions in the musical and pedagogical preparation of the future music teachers has been thoroughly studied in the works of V. Antoniuk, L. Archazhnikova, N. Bila, R. Verkhola, Y. Glukhov, V. Zhyvov, Z. Kvasnytsia, E. Kuryshchuk, L. Masol, S. Masnyi, G. Nikolai, G. Padalka, L. Pashkina, Z. Rumiantseva, A. Skrypkina, L. Smyrnova, T. Smyrnova, T. Tanko, N. Tararak, T. Tkachenko, M. Chernysh, O. Shcholokova, an important idea of which is the pedagogical direction of professional training.

Researchers of the problem of art education (E. Abdullin, L. Archazhnikova, L. Masol, N. Myropolska, A. Rostovskyi and other scientists) note that the professional training of future musical art teachers must combine specific musical, theoretical, performing and pedagogical components.

The **purpose of the article** is to determine the content of professional training of future musical art teachers for organization of integrated teaching to justify the technological stages of this process.

**Statement of the main material.** Nowadays, when the problem of despiritualization and decline in the level of culture of the younger generation are especially acute, it is important to unite the efforts of the teachers of art cycle subjects (music, visual arts) that significantly influence the emotional-sensual sphere of schoolchildren, help them form active life and ideological position, develop moral qualities, understand the meaning of life through the development of cultural and spiritual values, cultural traditions, models of desired behavior. It is important that these subjects combine elements of rational-logical and intuitive-creative

thinking [2].

The advantage of applying the integrative approach to the teaching of art cycle subjects is that due to the combination of knowledge and the disclosure of artistic images by means of various arts, schoolchildren integrally perceive the world picture embodied in the art. In addition, schoolchildren acquire integrative knowledge, they develop mobility, that is the ability to quickly transfer knowledge and skills from one subject to another.

The integrated teaching of art cycle subjects to schoolchildren makes it possible to activate their cognitive activity, increase interest in the teaching material, and update their existing knowledge in related disciplines.

The essence of such teaching is to use knowledge about different types of arts and types of artistic and creative activity around a certain theme at the lessons. At the same time, it is necessary to strive for a harmonic combination of different arts, so that one kind of art would not dominate the other. The focus should be on the artistic image, which can be expressed in the language of any art form.

Despite the fact that the didactic potential of these subjects increases with the integration of their content, the results of the pilot study show that little attention is paid to this issue in school practice, which negatively affects the quality of schoolchildren's education. We found that one of the main reasons for this situation is the unpreparedness of a significant part of teachers (85% of the 118 teachers polled) to implement integrated education. This led to the conclusion that an important condition for the implementation of the integrated approach to teaching of the art cycle subjects to schoolchildren is to provide appropriate *professional training for the future musical art teachers*.

The professional training of future musical art teachers is considered as an integral dynamic pedagogical system that presupposes a specially organized, instructor-led educational activity of students that reflects the specifics of pedagogical work and professional tasks that need to be solved by a graduate of a pedagogical university. Such system represents a unity of theoretical, methodical, practical training of students for future professional activity with the development of a motivational-value attitude toward it [3].

Under the content of professional training we understand the system of knowledge, skills and abilities, the requirements for which are reflected in curricula, programs, regulatory documents. This system directly depends on the requirements of society to the teacher's education and personality, on the level of development of pedagogical science and practice, on the goals and objectives of musical and aesthetic education of schoolchildren, and the peculiarities of musical and pedagogical activity in secondary educational institutions.

The content of preparation of future musical art teachers for the integrated teaching involves mastering general and special professional knowledge and skills, as well as a number of professional and personal qualities.

It should be noted that the concept of "Integration" is closely related to the notion of "Intersubject Connections", as the introduction of the term "integration" into the pedagogical thesaurus took place on the basis of the theory of Intersub-

ject Connections, and their meaning did not differ in principle: "Intersubject Connections" is a mutual coherence of the content of education within the framework of traditional academic subjects and electives; "Integration" is the consolidation of the content of education within the framework of integrated courses.

Taking into consideration the above mentioned, "Intersubject Connections" is a pedagogical category for designation of synthesizing, integrative relations between objects, phenomena and processes of reality, which is reflected in the content, forms and methods of the educational process. Hence, it can be concluded that the main functions of Intersubject Connections are unifying and integrating ones. Considering this, Intersubject Connections are considered as the main way of preparation of future musical art teachers for integrated teaching.

We consider the problem of the interrelationship between school subjects as a factor of intensification and optimization of educational process, as considering intersubject connections opens up ample opportunities for future specialists in integrated teaching programs. This implementation can be reduced to the introduction in the curricula of various educational courses of individual units of educational material – facts, concepts, laws, etc., which are more or less learned in different disciplines.

The intersubject approach opens up ample opportunities for the restructuring of curricula and programs taking into account the integrated approach to the process of professional training of future specialists. It provides an opportunity to distinguish the general scientific units of the educational material (facts, concepts, theories, laws, etc.), which are considered in different disciplines, to expand, deepen knowledge of interdisciplinary learning during mastering of each individual discipline by synthesizing new data, features and characteristics of phenomena, under study [2; 3].

The study found that the result of the training of future musical art teachers for integrated teaching is the corresponding readiness, which we consider to be a sustainable integrative individual formation that includes professional motives, goals, general scientific and professional knowledge and skills, personal qualities of the future teacher, provide effective teaching of the art cycle subjects.

Taking into account researches of scientists [4, 5], in the structure of readiness of future musical art teachers for integrated teaching, we have identified the motivational, theoretical, practical and personal components that are interdependent and interrelated.

When determining the *content of structural components* of the readiness of future musical art teachers for integrated teaching, the job profile diagram of a teacher, the educational and qualification characteristics of the graduate of the corresponding specialty, as well as the goals, objectives and content of the integrated teaching were taken into account.

The **motivational component** of the readiness of future musical art teachers for the integrated teaching is determined by the focus on the application of the integrated approach to professional activities, including: value orientation and goals, personally significant cognitive and professional motives for integrated

teaching, awareness of the benefits of integrated teaching, et-cetera.

The **theoretical component** presupposes students' knowledge of:

- *pedagogy*: theoretical and methodological grounds of integrated teaching (the role and place of integration in the education of schoolchildren, including artistic cycle subjects, purpose, objectives, basic concepts, categories, principles, patterns of integrated teaching, knowledge of the theory and practice of arranging integrated teaching at school and in extracurricular work);

- *psychology*: age peculiarities of students (motives, needs, interests, mental processes) and related features of designing their own professional and pedagogical activity in the context of integrated teaching;

- *methodology*: ways to develop the content of integrated teaching of integrated lesson types, the specifics of their organization; diagnostics of schoolchildren's knowledge.

The **practical component** presupposes the possession by future musical art teachers of skills that ensure successful teaching of the art cycle subjects, which include:

- *intellectual-logical* (critically analyze, reference and compare pedagogical facts and phenomena, assess them, prove personal attitude towards them; determine logic and sequence of work on a project, identify difficulties encountered by schoolchildren during integrated learning);

- *constructive and predictive* (determine the goals of integrated teaching, predict its results, anticipate the consequences of pedagogical influence, generate ideas and formulate hypotheses, draw up action plans, design their own activities and actions of schoolchildren in an integrated teaching environment, identify risks and potential difficulties for schoolchildren in integrated teaching);

- *information-gnostic* (navigate the information space, independently acquire and process information required to solve a problem, use modern information technologies);

- *organizational and communicative* (to provide conditions for integrated teaching; to organize communication processes in the activity of schoolchildren in the context of integrated teaching; to interact with subjects of educational process; to choose options for communicative interaction; presentations in various forms);

- *academic* (to carry out the pedagogical design of integrated teaching, to organize the educational and cognitive activity of students on the basis of integrated approach in educational and extra-curricular time in various forms (individual, group); mastering the methods and forms of integrated teaching (enhancement of educational and cognitive activities, verbal, visual, practical), carry out pedagogical facilitation);

- *reflexive-corrective* (to carry out a reflexive support of educational and cognitive activities of schoolchildren and their own professional activity in the context of integrated teaching; assessment of the results of the activities, identification of mistakes and errors; mastering the ways to correct them; to carry out pedagogical monitoring and to make timely corrections of their own activity and activity of

schoolchildren).

The **personal component** of the readiness of future musical art teachers for integrated teaching includes such professional qualities of the future teacher as: creative thinking, intellectual mobility, responsibility, independence, initiative, tact, tolerance, didactic abilities, ability to reflect and the like.

Taking into account the content of the components of readiness of future musical art teachers for integrated teaching and the logic of the process of professional training of students, the pedagogical technology of the phenomenon under investigation was grounded, its concept is based on *systematic, integrated, competency-based, personal-and-activity approaches*.

The developed pedagogical technology for the preparation of future musical art teachers for integrated teaching includes the following stages:

1) *organizational-modeling*, which provides deepening of professional competence of teachers to prepare students for integrated teaching; development of strategies for working with students and the selection of educational and methodological tools (forms, methods, means) to provide appropriate training;

2) *professional-motivational*, aimed at formation of professional and educational motivation of future specialists, their awareness of the importance of preparation for the implementation of integrated teaching;

3) *cognitive-procedural*, during which students master the knowledge and skills required for successful implementation of integrated teaching;

4) *experience-praxiological*, which involves mastering of pedagogical practices of integrated teaching by future teachers;

5) *reflexive-correcting*, during which the content, forms and methods of the respective training of the future musical art teachers are adjusted to the integrated teaching on the basis of teachers' assessment and self-assessment by students of the technology effectiveness.

A special place in the process of preparation of future musical art teachers is occupied by the training of future specialists in the design of the content of training, the leading method of which is *subject-content integration and variation in the content of training* [6].

Designing the content of teaching involves a purposeful consolidation or merging of differentiated structural elements of the content of school subjects into one unit, taking into account the methods, means, organizational forms of teaching. It leads to the origination of new qualitative opportunities for this integrity, as well as to changes in the properties of the elements themselves.

Depending on the objects that are being integrated, the following main areas of integration are distinguished: substantive, focused on the creation of integrated educational content and operational-procedural, which consists in the development of adequate tools for schoolchildren to acquire the integrated educational content. Integrated courses and programs help to overcome the disunity of educational subjects, make it possible to master a large scope of experience within short period of time without overloading, as the interrelated material arrangement greatly facilitates its perception and comprehension.

**Conclusions and results of the research.** Ensuring the integrated teaching in the art cycle subjects requires special training of the future artistic cycle teachers in this direction. The result of such training is the readiness of the future specialists for integrated teaching, the structure of which includes motivational, theoretical, practical and personal components, which are interdependent and interrelated. Taking into account the content of the components of readiness of future musical art teachers for integrated teaching and the logic of the process of professional training of students, the pedagogical technology of the phenomenon under investigation was grounded, its concept is based on systematic, integrated, competency-based, personal-and-activity approaches. The developed pedagogical technology for the preparation of future musical art teachers for integrated teaching includes the following stages: organizational-modeling; professional-motivational; cognitive-procedural; experience-praxiological; reflexive-correcting.

**Promising directions for further research are as follows:** development of effective pedagogical conditions for the process of preparing future musical art teachers for integrated teaching and educational and methodological support for this process.

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## 2.7. THE FACTOR-CRITERIA CHARACTERISTICS OF A PROFESSIONAL STATUS FORMATION OF A TEACHER

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**S. Vasylieva**

**Abstract:** *The issue of a professional status of teachers is becoming significant around the world. The professional status of a teacher is considered as the status of a teacher in a society (among colleagues in the education system). It is determined by the results of a professional activity of a teacher that is an indicator of some internal characteristics. It also depends on the personal qualities of a teacher and the result of their activity. The external factors include: public prestige of teaching as a profession and the state social policy towards the education system; the set of requirements of individualized norms, rules, responsibilities of a teacher (a set of social characteristics of a teacher); the type of vocational educational institution, the level of teacher's training at the vocational education institute; etc.*

*The internal factors include: the professional orientation of a teacher's personality, the attitude to the profession and the relationships with teaching staff, teacher's needs, his motives, policies, worldview, the features of his self-education and self-knowledge, the purpose of mastering the profession; depth of knowledge and the way it is applied, open-mindedness, pedagogical skills, etc.*

**Key words:** *professional status of teachers, teaching quality, general education*

Humanization of modern society provides the creation of an educational environment based on the subject-subject relationship between its participants. In this regard, both student's and teacher's personalities deserve special attention due to the latter's certain experience, cultural experience, traditions of communication, material, moral and spiritual values and priorities. Thus, there is a growing sociocultural importance of a teacher as a creator of a social context of the education development and its systemic interaction with society. A significant achievement in this field is the theory and practice of formation and development of the professional status of a teacher in Ukraine during the renewing and updating of the education system, its focus on the identity and self-sufficiency of both a student and a teacher that still remain relevant. In terms of social psychology, managerial psychology, personality psychology, the problem of the professional status of specialists was considered by G. Andreyev and P. Granovska. The issue of the social status classification of specialists was approached by A. Kravchenko and A. Sarjeladze. From the point of view of a sociocultural analysis, the researchers studied the issues of the social determinants of teaching as a profession in the