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ВІДОМОСТІ ПРО АВТОРА

ЛОБОДА Ольга Євгенівна – аспірантка кафедри педагогіки та менеджменту освіти Центральноукраїнського державного педагогічного університету імені Володимира Винниченка; завідувачка фортепіанним відділом музичної школи «Аоліа» (м. Ордос, Китай).

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НИКОЛЕНКО Людмила Ігорівна – аспірантка кафедри педагогіки та освітнього менеджменту Центральноукраїнського державного педагогічного університету імені Володимира Винниченка
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THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE FORMATION OF PROFESSIONAL CULTURE OF THE FUTURE TEACHER OF MUSICAL ART

Formulation and substantiation of the urgency of the problem. Contemporary artistic education is aimed at the formation and development of a coherent personality, one's spirituality, creative individuality, intellectual and emotional wealth. Particular attention is paid to the formation of the professional culture of the future teacher of musical disciplines, who by means of art

influences the development of personal qualities of the student, his ability to adequately perceive the world around him, express his attitude towards him by means of art.

The purpose of contemporary artistic education is to prepare a future specialist as a carrier of high professional culture, competent, highly educated, creative, professionally mobile,

able to adequately perceive and evaluate artistic phenomena, to think critically, to master the ability to independently search, which enable a teacher to carry out one's professional activities successfully.

The meaning and the basis of the professional training of future teachers of any specialty is spiritual culture, since the goal of modern higher education is a person in constant development, one's spiritual formation, harmonization of one's relations with oneself, and with other people, with the world [3].

O. Rudnytska emphasizes the prospects of humanization of education, which is associated with art, which is becoming an increasingly important factor in the field of pedagogical knowledge as a kind of regulatory instrument for influencing the formation of a person. This factor develops the spiritual culture of the individual, implements a dialogical approach in the pedagogical process, orientation towards creative focus of the future teacher [10].

Art as a sphere of spiritual culture integrates the unique meanings of humanity, gives the lessons of humanity, penetrates into the most mysterious corners of the human soul, enriches the spiritual world of a man, forms personal qualities, causes the need and the ability to create. Therefore, the defining problem of artistic education, in particular, musical and pedagogical, is the formation of a professional culture of future teachers who can establish a humanistic style of communication, organize a joint search for values and norms of behavior [8], to spiritually and practically comprehend and transform humanistic functions of art directed at development creative personality, its value relation to the phenomena of culture, to oneself, to society as a whole.

Analysis of recent research and publications. The formation of a professional culture of the future teacher of musical disciplines in the process of studying at higher educational institutions is conditioned by the requirements for the quality of professional education and is one of the ways of implementing the provisions of the National Doctrine of the Development of Education of Ukraine in the 21st Century.

The phenomenon of professional culture was studied in various branches of science: philosophy (V. Bibler, M. Kagan, etc.), psychology (L. Vygotsky, etc.), pedagogy (S. Goncharenko, I. Zyazun). The study of the professional culture of future specialists in various professions is revealed in the scientific works of G. Ball, I. Bech, V. Radula, V. Rybalka, V. Andrushchenko, V. Kremen, N. Nichkalo, A. Semenog, S. Sysoeva, L. Khomich and others.

The concept of professional culture in the scientific circle was introduced by J. Isaev, who defined it as a way of creative self-realization of the teacher's personality in various types of pedagogical activity and communication aimed at

the development, transferring and creation of pedagogical values and technologies [5]. The author dwells on it as a system formation, which combines structural and functional components, has its own integral organization, selectively interacts with the environment and has integral-integrative properties [5]. We agree with the opinion of a scientist who considers the formation of professional culture in the unity of interacting structural and functional components. Considering professional culture as a system, J. Isaev emphasizes that this phenomenon is a system formation, which combines a number of structural and functional components, has its own organization, selectively interacts with the environment, and possesses integrative properties of the whole [4]. Therefore, according to researchers, professional culture is the professional quality of the subject of work, that is, the degree of mastering the specialist achievements of scientific and technological and social progress and is a personal aspect of the culture of labor. The main elements are qualifications and professional experience. Based on this definition, we will note the need for a professional culture of professional competences (knowledge, skills and abilities), without which the future specialist is not able to achieve creative self-realization in professional activity.

The basis of professional culture as a certain stage of mastering the profession V. Grinyov correctly considered as the formed spiritual culture of a personality [2]. The spiritual culture of the future specialist is one of the most important components of education, since, as stresses V. Andrushenko, the essence of a man is spiritual; core of life – spiritual; the basis of the basis for the preparation of a man for life unfolds through the formation of spirituality, about which, in fact, the education cares.

The unity of individuals reflects within the framework of spiritual culture, their common desire for truth, goodness, beauty, spiritual communication is carried out, and it has a «perfect sense» (E. Sokolov). It is in the form of artistic communication that spiritual dialogue is implemented at the level of artistic cultures, artistic epochs, artistic images, there is a need for repeated communication with the outside world through art, the ability to experience the life of another person with one's joys, anxieties, interests, and problems. In this way, the humanistic social need manifests itself, appears the awareness of the person as the highest value, and the incentives for self-development and self-formation are carried out (V. Bibler).

Actual problems of the formation of the professional culture of future specialists of art are highlighted in the scientific works of J. Kevishas, A. Kozyr, A. Oleksyuk, V. Orlov, O. Otich, G. Padalka, L. Pankov, A. Rastrihina,

O. Rostovsky, O. Rudnitskaya, T. Stratan-Artishkova, Ya. Khatsinsky, V. Cherkasov, O. Shchelokova and others. Scientists emphasize that the modern concept of preparing the future teacher of musical art presupposes, first of all, the creation of conditions for the formation of one's culture, which is based on the high level of general and professional development of the individual (O. Rudnytska). Pedagogical institutions of higher education should produce not only «subjects teachers», experts of narrow specialization, but truly intelligent people with a humanitarian worldview, says O. Oleksyuk, educated, qualified teachers of musical art, capable of performing the honorary role of the bearer of musical culture, self-asserting and self-realization in professional activity and life-creativity (T. Stratan-Artishkova).

V. Orlov notes that the artistic and pedagogical work and its results are the highest manifestation of the professional culture of the future specialist [8]. This is referred to the dissertation researches of O. Gorbenko, O. Yanenko, Y. Lokareva, I. Shevchenko and others. Researchers emphasize that the professional activity of the teacher of musical art, which is creative in its essence, implies the dialectical unity of creativity and artistic knowledge, the formation of musical-performing competence, professional mobility, the presence of future specialists in the field of arts, art knowledge, creative and performing competences. Authors name such as: the ability to understand the artistic image and adequately evaluate, analyze and reveal its essence, arrange an original musical composition, create an author's musical composition, artistic and creative project, expressly perform instrumental or vocal work, improvisation with the corresponding structural and genre-stylistic characteristics, engage in performing and teach others to present their own products. A specialist fulfills these tasks with a high level of artistic thinking, emotional and intellectual culture of perception, stage performance.

Purpose of the article – is to determine the theoretical and methodological foundations of the formation of professional culture of the future teacher of musical art.

Presentation of the main research material. The term «culture» (lat. *Cultura*) in dictionary sources is defined as processing, cultivation, education, upbringing, worship, a set of material and spiritual values created by mankind during its development, education; level, degree of perfection of any economic industry or mental activity.

It should be noted that over a long period the knowledge of culture was accumulated, transformed, used initially in the sense of «cultivating» something and used in relation to natural processes. Further, this interpretation has spread to various spheres of social activity. There

are many definitions (over 500) regarding the concept of «culture».

The first definition of the concept of «culture» was formulated by E. Taylor, who defined it as a holistic, complex formation, which is gradually supplemented, improved, and contains knowledge, art, legal and moral norms, habits that the person has learned in a social environment [13].

An appropriate type of culture characterizes each cultural-historical epoch. Every sphere of life and human activity are characteristic also. The development of culture and its history is a gradual, logical, holistic process in which the main environment (daily culture) and professional activity are distinguished. In these environments, a person acquires various kinds of activities, including professional, social values, norms of morality, culture of behavior, communication, customs, and so on. Consequently, culture is connected with activity and is defined as a way of activity in mastering the subject of material, social and spiritual values [12, c. 33–36].

The term «culture» contains three integrated, interconnected and interacting main blocks: material, social, and spiritual. Thus, material culture involves the relationship between a man and the environment, one's needs for maintenance of existence, activity, creativity and is closely connected with social culture, culture of communication, attitude to another person, that is, the culture of interpersonal and status communication. Social culture does not exist without spiritual internal culture, which contains the subjective aspects of life, ideas, settings, values, ways behavior.

The connection of culture with the spiritual world of a man, one's emotional and intellectual sphere was emphasized by ancient Greek philosophers in their treatises. Thus, in the famous «Tustulan conversations» (45 BC), Cicero sees the development of a culture of thinking and feeling as an effective way to improve one's inner world, personal qualities of a man.

The term «culture» contains a value-personality component, that is, it is closely linked to the concept of «spirituality». The concept of «spirituality», «spiritual culture of the individual» and its essential characteristics are defined in scientific works by I. Beh, S. Honcharenko, S. Krymsky, R. Ochrichchuk, S. Prolyev and others.

Thus, the Ukrainian philosopher S. Krymsky defines spirituality as the ability to transform the universe of external existence into the inner universe of the individual on an ethical basis, the ability to create the inner world through which the self-identity of a person is realized, and one's freedom from strong dependence on constantly changing situations. And spirituality itself is the way of self-building of the individual, because it is associated with the choice of one's own image,

one's destiny and role, in short, a meeting with oneself [6].

Spirituality as a category of human being, which expresses the ability of the individual to self-creation and the creation of culture, as the highest level of development of the individual, capable not only to know and reflect the world, but also to create it. The result of creation is culture, R. Okhrimchuk notes, Culture is a universal characteristic of human existence. «Entering» oneself into culture, (assimilating and creating it), a person joins the human dimension of being and remains in it in the process of life self-realization [4].

According to S. Proleev, the essential characteristics of spiritual development are the acquisition of independence in the actual forms of the life process, the transformation of the possibilities of being into cultural reality, the peak of personal growth at a level when this process becomes a sign of self-development and self-improvement [4].

Spirituality involves the need for emotional and spiritual contact with people, the need for self-esteem and empathy for people, manifested in humanity, the desire to help another, the emergence of trust, empathy and tolerance.

Well-known teachers of musical art determine the essence of the spiritual culture of the individual as a component of the professional culture of the future specialist. Spirituality is an intrinsic quality of a man, which embodies the active desire to find the highest sense of his existence, to correlate his life with absolute values, and thereby engage in the spiritual universe of universal culture [7]; the system of vital senses of a person, connected with one's internal mental life and is directed on realization of humanistic values in activity [9].

Spiritual culture of the teacher of artistic disciplines G. Padalka defines as a person-professional formation, the essence of which is the ability to comprehend and create art from the standpoint of humanism, as well as the spread of this approach in the student environment [9], thus, emphasizing the importance of creativity as essentially-content component of the training of future teachers of musical art, the assimilation of the values of mankind as universal in the development of the spiritual culture of a personality.

Musical activity, observes O. Oleksyuk, becomes spiritual in the conditions of reaching the level of high morality, aesthetic perfection, truth and freedom of creativity [7]. In this way, the significance of creative expression as an important component of the professional culture of the future teacher of musical art is determined, in which one's spiritual potential is the source of creative self-realization in perception, performance and creation.

V. Cherkasov makes an appropriate statement that the professional training of a specialist of higher qualification implies the ability to complete professional and personal self-realization, the ability to think globally and humanly, to possess the spiritual experience of culture and to act creatively. The author defines the main tasks of higher musical-pedagogical education: the training of qualified teachers of musical art for general education institutions; provision of secondary and extra-curricular educational institutions by specialists in specialty disciplines, teachers with higher musical-pedagogical education. The scientist demands acquisition of professional competencies by students in the process of studying psychological and pedagogical and professional disciplines necessary for professional formation and further practical activity; studying of professional techniques for acquiring specialization, further self-improvement and professional formation; identification and development of individual creative abilities by means of self-education, self-perfection and self-knowledge [14].

Professional activity will be effective and efficient if the future specialist is a master of his business, an expert, a professional, who masters the basics of his profession, and possesses profound knowledge, professional competences that are necessary for self-realization in the further professional activity [11, c. 234 – 246].

A modern professional is one who thinks creatively and critically, who is capable of solving problems individually and unordinary, who is responsible to them, and can teach beauty one's pupils, to reveal their internal qualities and creative potential.

Proceeding from the theoretical analysis of the above-mentioned works, we will define the professional culture of the future teacher of musical disciplines as a complex integrative entity that characterizes the personality of the future specialist and consists of value-motivational, creative-activity, evaluative-reflexive components.

Conclusions and perspectives of further exploration of the direction. Due to the specifics of musical and pedagogical activity, artistic values, national traditions, professional culture is an integral part of the general culture of the future specialist. The formation of the professional culture of the future teacher of musical disciplines should be based on human and artistic values, national traditions, experience, traditions, peculiarities of the development of musical culture of various artistic and historical epochs.

The purpose of musical and pedagogical education is the development of personality characterized by creative individuality, high level of social maturity, education, culture of thinking and feelings, practical knowledge, understanding of the essence of art, society and a man and one's

interrelation in the development process, awareness of moral, aesthetic, spiritual values that form the purpose of one's existence.

The professional training of the future teacher of musical disciplines in the university should fulfill these tasks and functions, involve the future specialist in higher forms of compatibility and interaction, create the appropriate pedagogical conditions for the formation of professional culture of the future specialist.

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ВІДОМОСТІ ПРО АВТОРА

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