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**ОСОБЛИВОСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ВИКЛАДАЧІВ  
ВИЩОЇ ШКОЛИ У ЗАРУБІЖНИХ КРАЇНАХ**

Говорячи про якість освіти, ми, в першу чергу, розуміємо характеристику ступеня досягнення мети вищої освіти, яка визначає здатність системи вищої освіти задовольняти встановлені і передбачені освітні та освітньо-професійні потреби певної особи чи суспільства й віддзеркалює здатність системи вищої освіти задовольняти потреби окремої особистості чи всього суспільства. У Берлінському комюніке (2003 р.) зазначається, що необхідно привести у відповідність структуру порівнянних кваліфікацій для національних систем вищої освіти, зважаючи на результати навчання й компетентності. Адже результати навчання, які відображені мовою компетентностей, передбачають шлях до розширення академічного й професійного визнання й мобільності, до збільшення порівнянності й сумісності дипломів і кваліфікацій, а також дають змогу вивчити кращий досвід освітнього простору країн Європи та поділитися своїми напрацюваннями з метою його імплементації у вищій школі України.

Науковий доробок у площині визначеної тематики стосується широкого кола взаємозв'язаних проблем. Тому автори статті зосередили свою увагу на вивченні питань підготовки до викладання у провідних європейських закладах вищої освіти, звернувши увагу на проблеми формування: а) викладацьких компетентностей у здобувачів та удосконалення професійних компетентностей викладачів-практиків; б) змісту освітніх програм підготовки, форм і методів роботи, які мають практичну спрямованість і потребують певного досвіду викладання.

Важливою складовою підготовки фахівця у магістратурі є стажування у своїй країні або за кордоном. Неодмінною умовою для викладання є педагогічна підготовка в процесі навчання у бакалавраті, яка включає різні види практики. Зокрема, для викладачів, які планують працювати у ліцях, передбачено стажування у закладах вищої освіти. Завдяки практиці майбутні викладачі більше розуміють способи організації освітнього процесу та шляхи реалізації навчальних цілей, які притаманні саме тим закладам освіти, де планується майбутня робота здобувача освіти.

**Ключові слова:** підготовка майбутніх викладачів вищої школи у європейському освітньому просторі; компетентнісний підхід у підготовці фахівців; форми і методи практичної підготовки викладачів вищої школи; європейська інтеграція освітніх систем.

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## PECULIARITIES OF THE PROFESSIONAL TRAINING OF HIGHER EDUCATION TEACHERS IN FOREIGN COUNTRIES

*Speaking about the quality of education, we primarily understand the characteristic of the degree of achievement of the purpose of higher education, which determines the ability of the higher education system to meet the established and foreseeable educational and professional needs of a particular person or society and reflects the ability of the higher education system to meet the needs of the person or society as a whole. The Berlin Communiqué (2003) states that it is necessary to align the structure of comparable qualifications for national higher education systems with learning outcomes and competences. The learning outcomes reflected in the language of competences open the way to expanding academic and professional recognition and mobility, increasing the comparability and compatibility of diplomas and qualifications, and allow for the study and exchange of best practices in the European education area for their implementation in Ukrainian higher education.*

*Scientific achievements in the field of this subject matter relate to a wide range of interrelated issues. Therefore, the authors of the article focused their attention on the study of issues related to preparation for teaching in leading European higher education institutions, paying attention to the problems of forming: a) teaching competences of applicants and improving the professional competences of practicing teachers; b) the content of educational curricula, forms and methods of work that are practically oriented and require a certain teaching experience.*

*An important component of training a specialist in the master's degree is internship in their home country or abroad. An indispensable condition for teaching is pedagogical training during the bachelor's degree which includes various types of practice. In particular, for teachers who plan to work in lyceums, internships in higher education institutions are provided. Thanks to the practice, future teachers better understand the methods of organising the educational process and ways to achieve educational goals that are inherent in the educational institutions where the future work of the applicant is planned.*

**Key words:** training of future higher education teachers in the European educational space; competence-based approach in training; forms and methods of practical training of higher education teachers; European integration of educational systems.

**Statement and justification of the relevance of the problem.** It is an indisputable fact that the phenomena of globalisation and European integration influence changes and renewal processes in the Ukrainian higher education system. International experience, to a certain extent, provided that it is rationally rethought and its own achievements are preserved, can provide models of the functioning of higher education teacher training systems in foreign universities, identify positive and negative trends in such experience, reveal structural links and the logic of updating the elements of the training system in the context of modernisation of educational institutions and processes.

Studies by Ukrainian scholars show the institutional and organisational diversity of higher education teacher training abroad, which naturally has common positive features. Important characteristics of this process include: meeting the needs of modern society, taking into account the needs of the labour market; continuity of levels, programmes and institutions for teacher training; diversity of organisational models and professional programmes for higher education teachers; variability and innovation of the content of educational programmes; professional and practical orientation; student-centredness of educational programmes; development of the theoretical and methodological basis of pedagogical training to find development prospects, introduction of procedures for selecting applicants, etc.

### Analysis of recent research and publications.

The scientific heritage in the field of this topic covers a wide range of interrelated issues. Thus, M. Sakhno, V. Sokal, etc. [8, 9]. N. Avsheniuk, L. Dyachenko, O. Byndas, V. Biletska, O. Komotska, T. Kristopchuk, O. Polianychko, A. Sbruieva studied the problems of development of higher education trends in the European Union [1, 2, 3, 4, 5, 10]. The problems of higher education teacher training in the context of a master's degree in foreign universities have been the subject of research by such Ukrainian scholars as L. Lebedyk, M. Sakhno, V. Sokal and others [6, 8, 9].

The researchers note that a master's degree is a prerequisite for teaching in higher education institutions (vocational schools, pedagogical colleges, universities), given that the subject of teaching and the type of educational institution determine the requirements for the level of education.

Ukrainian scholars consider the peculiarities of professional training of higher education specialists, taking into account various components of this process.

In particular, O. Protsenko defines the competences that should be formed in a candidate for the position of a higher education teacher: the ability to speak in public; the ability to manage time; self-motivation; the ability to communicate interpersonally; the ability to be organised (to plan and make appropriate records). Thus, in addition to a high level of competence in the subject area, self-organisation

skills in professional activities should be developed [7].

The analysis of studies by L. Zayats, O. Protsenko, M. Sakhno, A. Sbruieva and others shows that a characteristic feature of professional training of masters in foreign universities is the active use of scientific research in the learning process and the involvement of students in research activities.

It is also worth noting the functioning of the following profiles of master's programmes: research – focused on training researchers capable of conducting original research and preparing for research programmes of the next degree or for research work in further career development; academic (professional) – further academic or professional training, obtaining/improving professional skills (specialisations); professional (practical) – professional training and development of a master's student related to a specific professional field.

The analysis of scientific sources gives grounds for the statement that in the 90s of the twentieth century, new trends in the professional training of teaching staff for higher education appeared in foreign countries. They are: the desire to develop the speciality 'teacher of a higher education institution' as a separate profession; the introduction of accreditation schemes for the higher education sector and the development of standards for the professional development of higher education teachers; the focus on training higher education teachers for all types of activities, not just research; the development of new teacher training programmes; the creation and intensification of the activities of institutions and centres for the training and development of higher education personnel.

The **purpose** of the article is to contribute to the development of scientific knowledge about the training of future higher education teachers in the European educational space and the adaptation of its best practices to Ukrainian higher education by studying the best practices and their implementation.

#### **Presentation of the main research material.**

The study of foreign experience in the training of future higher education teachers was aimed at analysing the purpose, content and results of educational programmes for the training of specialists at the master's level of higher education in France, Germany and the United Kingdom.

We selected the countries for analysis based on the following criteria: proximity and understanding of the cultures of the analysed regions; the choice of educational institutions was based on the availability of educational and professional master's degree programmes that provide the qualification of a higher education teacher.

The analysis of training programmes for future higher education teachers in foreign educational institutions of France, Germany and the United Kingdom shows their diversity and gives grounds to generalise the content characteristics of their educational offers. We are interested in the peculiarities of training future higher education teachers in these countries according to the following criteria: admission requirements, content, and training methods.

It should be emphasised that the professional training of teaching staff for higher education in France is carried out by different types of educational institutions. These include: University Institutes of Teacher Training, Higher Normal Schools, National Centre for Distance Learning, which train specialists in the following specialities: vocational education teacher to work in a vocational lyceum; physical education and sports teacher; agrégé teacher to work in a lyceum and in post-baccalaureate education; research teacher; professor, higher education teacher [11, p. 50-58].

Higher education teachers are trained at university institutes for two years, with the award of qualifications and civil servant status. Applicants with a university degree (Bac+3 and Licence) are admitted to the programme. The content of teacher training programmes is divided into three blocks: subject training; psychological and pedagogical cycle, including didactics and methodology; and pedagogical practice.

During the first year of study, fundamental theoretical training in the chosen speciality is provided for the competitive examination (free candidates who did not study in the first year are also allowed). Students who are enrolled in the second year of their studies receive the status of trainee with the minimum salary for this category of employees. As part of this status, trainees must attend lectures at the institute and practical classes at the school; not have any additional income; and be employed in the department that paid their salary during the second year of study [6, p. 74].

Teaching staff for upper secondary schools and higher education institutions are trained by Higher Normal Schools, which are state educational institutions subordinated to the Ministry of National Education. To enter an educational institution, you need to have a bachelor's degree and attend a preparatory class to prepare for the competitive entrance exams to the Higher Normal Schools.

The selection of candidates for master's degree programmes at higher education institutions is based on the following criteria: an interview with a commission (consisting of university professors, representatives of higher normal schools, representatives of the rectorate of the educational region); the candidate's motivation; the correspondence of his/her level of training to the content of the curriculum offered by the university; the level of qualification; the validity of his/her professional work experience for admission to the university; the availability of personal abilities and the ability to master the training programme. The author notes that such careful selection allows taking into account the previous experience of programme participants and making the system of training future specialists as flexible and individualised as possible [7, p. 243].

The Master's degree of the Higher Normal School includes training in the main speciality (180 credits) and additional training (72 credits), which are distributed over the entire period of training. Training of a specialist in one of the subject areas (biology, chemistry, physics, mathematics, economics, computer science, philology, etc.) (bachelor's + master's degree) enables him/her to teach both in secondary and higher education.

Such master's programmes prepare students for postgraduate studies. After defending their diploma, graduates can use their research experience in teaching, management, manufacturing or business careers [12].

Master's degree programmes at the Higher Normal School are based on research-based learning by research teachers who involve master's students in their own research within the chosen speciality. The training process supports multidisciplinary, uses blended learning, international experience of internships and teaching experience, language learning, discovery and knowledge of social institutions (higher education, administration, companies, etc.). Thus, the real value of studying at master's programmes in France is their interdisciplinary nature, while the main profile of specialist training remains a priority.

In the process of training, the faculties offer not only the study of the disciplines of the main speciality, but also courses taught by teachers or a group of teachers from different departments: courses of the Faculty of Philosophy and the Department of History and Art Theory, courses on the combination of music and poetry in the German world, courses at the intersection of literature and social sciences, and others. The students who show the best knowledge are involved in a deeper study of the discipline, taught to speak in public, and master collective forms of work in order to involve them in the teaching and research processes.

Preparation for teaching in higher education institutions is also carried out for PhD candidates. To teach in higher education institutions as a research lecturer or associate professor, it is necessary to undergo additional training at the university, in particular: to obtain an agrégé degree, a diploma of advanced research or a master's degree in research. After writing and defending a dissertation, a lecturer receives a doctoral degree (PhD) and is eligible to apply for a position of a research lecturer.

An integral part of a specialist's master's degree is an internship in laboratories in France and/or abroad. It is worth noting that the basis for teaching is pedagogical training at the bachelor's level, which includes various types of practice: for teachers who will work in lyceums, it is an internship at a university. During this practice, trainees discover ways to organise the teaching process and ways to achieve educational goals that are unique to these educational institutions [11, p. 211].

In addition, there is such a type of practice as an internship at an enterprise, which is considered in interaction with the socio-professional environment (enterprises, associations, administrations) and can take the form of working on a project at an enterprise or in direct connection with an enterprise. This type of internship for future teachers of technological and vocational lyceums can be supplemented by the Techno-Pro module to focus their attention on the organisation of technological and vocational education through the development of various professional projects [11, p. 211-212].

Thus, in French higher education institutions, preparation for teaching is carried out in the process of professional training in specialisations; educational

programmes are characterised by interdisciplinary training, close interconnection of teaching and research; choice of practice/internship bases for students in accordance with the specialisation of training.

Master's degree programmes in education in Germany can be broadly divided into two groups: 1) sequential master's programmes that build on and deepen the specialised knowledge acquired in previous studies. This group also includes programmes that are relatively independent of the content of the previous bachelor's programme, but require certain foundations in the subject area chosen for study; 2) Master's programmes in further education, which, in addition to the first professional qualification, require relevant work experience. These master's programmes are specifically targeted at professionals who wish to obtain additional education to be able to better adapt to the challenges of the labour market.

In addition, master's degree programmes can be applied or research-oriented. Both types of profiles are academically equivalent and have the same academic requirements: applied-oriented programmes place greater emphasis on practical relevance, while also drawing on scientific theory and methodology. Conversely, research-oriented programmes may also provide appropriate modules to transfer key skills: organisational, presentation, public speaking, etc. that are necessary in the work of a research scientist [13].

Master's programmes last from two to six semesters. Depending on the subject, graduates receive a Master of Arts (MA) or Master of Science (MSc) degree.

To enter the Master of Education program (Master's Program "Educational Research", Free University of Berlin), you must have a bachelor's degree or another equivalent degree, which is at least 60 ECTS credits obtained in pedagogical courses, of which 10 credits are acquired using empirical research methods [13].

The program is aimed at conducting research in the field of pedagogical science. Students study the basics of educational theory and research methodology, the principles of institutional education and education as a cultural form of knowledge, and also carry out activities in the field of research developments.

In addition, the country has cross-entry programs (Q-master) with the award of the degree of "Master of Education" (120 credits), which are intended for training for teaching in secondary and higher education institutions (Dahlem School of Education of the Free University of Berlin) or give applicants the right to teach in vocational schools (Technical University of Berlin School of Education). The specified programs are based on the bachelor's level of study, have a duration of 120 credits, specialize in the study of core and additional disciplines and are aimed at deepening professional skills related to teaching.

In particular, the subject-didactic component of the master's programs of the Technical University of Berlin School of Education is aimed at deepening the competencies of planning, conducting, analyzing training sessions, acquiring didactic teaching skills, pedagogical diagnostics, self-assessment (method of practical self-testing). The third semester of the

program is practical in nature and provides an opportunity to test and consolidate the specified competencies in specific situations of practical activity. Admission to the Master's program "Pedagogy with a focus on educational research and educational management" (120 credits) at Ludwig Maximilian University requires that the applicant has a university-level qualification in pedagogy or a professional discipline, as well as passing a professional aptitude test (the applicant must demonstrate in-depth knowledge of general pedagogy, institutional and organizational aspects of education, socialization and learning, individual aspects of teaching and upbringing, as well as research methods in the field of social sciences. In addition, the student must prove the ability to think scientifically, demonstrate subject-specific motivation for the chosen course of study, and be fluent in spoken and written German [13].

The master's program is focused on preparing students for work in the academic field or in the field of practical activity and provides a wide range of professional employment: teaching in the field of adult and continuing education; education and quality management; consulting; knowledge management; educational research and others.

The program also aims to provide students with in-depth knowledge of modern theories, methods and processes of organizing and planning education, as well as educational management. Students should learn to plan and evaluate educational activities according to their needs, acquire knowledge about approaches to lifelong learning, critically reflect on learning outcomes and apply them in the development of teaching and learning mechanisms. At the same time, they must know the basics of pedagogical organizational development, be able to adequately perceive cultural diversity, build prospects for using pedagogical findings in their activities. In addition, studying the program involves acquiring the knowledge and skills necessary for understanding, critical evaluation and justified use of scientific work, applying more complex research methods for preparing, conducting, evaluating and presenting their own empirical research.

In the context of studying the experience of colleagues from other countries, the elective course "Life Situations, Life Phases, Educational Contexts", which is offered to students during the first two years of study in the master's degree program, is of interest [13].

The training course is organized in the form of a seminar, during which the special requirements and typical tasks of individual phases of human life and development, as well as the relevant risk and protective factors, are considered; in this regard, various educational proposals are offered and discussed.

In the process of studying the course, master's students should acquire a differentiated understanding of the characteristics of different life situations, conditions and consequences of different educational careers of the life cycle; choose adequate solutions and be able to work independently. The content of studying this course in the second year of study is

focused on understanding the role of the social environment in educational processes, the corresponding risks, resources and opportunities for participation in these processes.

It is worth noting that within the framework of master's programs in education, practical training is introduced (usually in the third semester, lasting approximately September-January (inclusively)), related to teaching in higher education institutions and research work. In addition to internships at an educational institution, the practical semester involves the participation of master's students in seminars on the following disciplines: "Didactics", "Education and Language Training", which are held in the afternoon or/and on the last day of the week. The practice process involves acquiring knowledge, skills and abilities that future teachers will need when planning and conducting training sessions, reflecting and preparing a research project.

Our analysis of scientific literature and master's level educational programs at German universities provides grounds for the assertion that the foundation for training future teachers in the master's degree for work in higher education is the scientific and subject training received in the bachelor's degree, which is a full right of a bachelor's level education seeker to begin their professional activities. The content of professional training lies in the formation of professional competences both in the field of scientific and subject training (in the relevant specialisation) and the creation of a knowledge base and competences in the field of theoretical and practical pedagogy. In the process of pedagogical practice, students develop organisational skills and research skills.

Preparation for teaching in higher education in the UK is carried out at the master's and research degrees. A study of the educational offerings of British universities (Birmingham City University, Cambridge University, Glasgow Caledonian University, University of Dundee, Keele University, etc.) certifies that the master's degree programmes are intended for the development and professional improvement of teachers (Academic Practice in Higher Education; Master of Education (Leadership Learning and Teaching); Master of Education (Part-time and Distance Learning) – University of Dundee; Higher Education Practice – University of Keele); focused on preparing for teaching in higher education (Learning in Academic and Practical Environments (Teacher Qualification) – Glasgow Caledonian University; Learning and Teaching in Higher Education – Keele University); defined as basic training for further preparation for teaching (Master of Education – Birmingham City University).

For example, for university staff with at least 1-3 years of teaching experience, the University of Cambridge offers a one-year Master's course in Teaching and Learning in Higher Education, which aims to develop students' understanding of learning; expand the arsenal of teaching, learning and assessment methods; and create their own philosophy of education based on the understanding, use and critical awareness of educational research methods and reflective practice. The course consists of three blocks: development of the university teacher; strategies and

methods of teaching and learning; design of teaching, learning and assessment.

In the context of our scientific interest, we consider the Cambridge University's self-education courses for employees of the institution to be valuable, in particular the online course 'Time Management', the purpose of which is to develop experience in determining how to use one's own time at the moment, factors of time management, setting up time absorbers, setting priorities, etc. [15].

The University of Kent's MSc Higher Education [14] programme is focused on providing theoretical and practical knowledge of teaching to master's level students who are starting or have started their teaching career in higher education. It examines various research-based approaches to teaching and learning, as well as related aspects such as curriculum development and implementation, principles and objectives of monitoring and assessment of students' knowledge. The educational programme includes a number of compulsory and optional modules, the content of which may change depending on innovations and modernisation of the programme content. The content of the programme reflects the theoretical, methodological, and organisational aspects of the activities of a higher education teacher.

For qualified teachers who want to improve and develop their teaching practice, the University of Kent offers an interdisciplinary Master's degree programme in Professional Practice (Teaching and Learning) at the postgraduate level. The main modules of the programme are: learning and development in organisations; evidence-based practice; inter-professional activity; research skills; a work project and a dissertation. Monitoring and assessment of learning outcomes is carried out using the following methods: oral presentations, written assignments; development of practice-related projects; portfolio.

The purpose of the Master's programme 'Learning and Teaching in Higher Education' at Keele University is to improve the professional potential of applicants and expand their experience; develop an analytical approach to solving problems in the educational context; conduct research using appropriate scientific methods and strategies. In order to obtain a master's degree for teaching in higher education, it is necessary to complete a three-year course of study, and applicants must have a bachelor's degree or higher, work in a higher education institution, and have at least three years of teaching experience [16].

The content of the educational programme includes six modules focused on the development of educational, methodological, projective, research, self-educational, reflective and other competences. Among the main forms and methods of work used in these universities are the following: lectures, seminars, practical classes; online learning using university environments; analysis and self-analysis of own activities through group discussions; interactive seminars, symposia, online discussions; feedback methods; individual learning; independent research; mentoring systems.

The assessment of master students' learning outcomes is carried out using the following methods: class work, completion of teacher's assignments, teaching portfolio, essay writing, mentor's report, report of colleagues and mentor on the master's class, etc [16].

Thus, the preparation for teaching in higher education within master's programmes in the UK is focused on: a) the development of teaching competencies of students and improvement of professional competencies of practicing teachers; b) the content of educational programmes, forms and methods of work are contextually and practically oriented and require prior practical teaching experience.

**Conclusions and discussion.** The results of the analysis of scientific sources and a review of the content of master's and doctoral degree programmes at universities in France, Germany, and the United Kingdom, which determine teaching in higher education among the professional prospects of applicants for educational and scientific degrees, show that: 1) the main forms of preparation for teaching in higher education are master's and doctoral studies; 2) a certain part of master's degree programmes related to the training of higher education teachers are practiced in postgraduate education and are aimed at acquiring relevant professional knowledge, skills and abilities and/or improving the level of professional skills and personal as well as professional development; 3) the content of training programmes for future higher education teachers is based on the principle of unity of educational and research activities in professional training and includes compulsory and additional/elective disciplines; 4) a common feature of master's programmes is also the system of requirements for the selection of candidates for training: education in the relevant subject area; 5) practical experience in the relevant field; 6) the validity of previous experience for admission to the university, interview to identify the relevant abilities and motivation of candidates for study; 7) knowledge of a foreign language.

At the same time, noting the value of the practical orientation of higher education teacher training programmes, the lack of theoretical and methodological content in some courses deprives their students of the ability to apply the acquired competencies in atypical situations of professional activity. In addition, it is worth noting the insufficient, from our point of view, presentation of topics related to the improvement of personal characteristics of higher education teachers in master's programmes.

Thus, in the context of the European integration of educational systems, the formation of links to coordinate the process of pedagogical training in higher education is taking place, while national peculiarities of the systems of training future higher education teachers remain important, which distinguishes the common and different features of training for teaching in foreign countries and requires a critical reflection on such experience in order to implement the best practices in the educational space of Ukrainian higher education system.

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## ФОРМУВАННЯ АНАЛІТИКО-ПРОГНОСТИЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ МУЗИЧНОГО МИСТЕЦТВА У ПРОЦЕСІ ФАХОВОЇ ПІДГОТОВКИ

У статті здійснено науково-теоретичний аналіз проблеми формування аналітико-прогностичної компетентності майбутнього вчителя музичного мистецтва у процесі фахової підготовки з огляду на сучасні виклики та потреби сучасної мистецько-педагогічної освіти. Підтверджено, що зазначена компетентність є однією з ключових характеристик професійного розвитку, оскільки поєднує здатність до аналітичного мислення, прогнозування педагогічних результатів, інтерпретаційно-рефлексивну активність та орієнтацію на ціннісні засади музично-педагогічної діяльності. Обґрунтовано доцільність і своєчасність звернення до досліджуваної проблеми у зв'язку нагальною потребою в оновленні змісту освітньо-професійних програм, які мають забезпечувати сучасну підготовку педагогів-музикантів в умовах постійних соціокультурних трансформацій, кризових викликів та підвищених вимог до відновлення і підтримки ментального здоров'я молодого покоління. Розкрито сутність аналітико-прогностичної компетентності як інтегративного феномена, що відображає здатність педагога-музиканта аналізувати освітні ситуації, робити висновки на основі фактів і досвіду, передбачати можливі результати застосування мистецьких засобів, корегувати власну діяльність відповідно до прогнозованих змін у розвитку особистості учня.

Сформульовано авторське бачення структури досліджуваної компетентності, яка охоплює когнітивно-аналітичний, операційно-прогностичний, інтерпретаційно-рефлексивний і ціннісно-цільовий компоненти. Визначено їхній взаємозв'язок та функціональне навантаження у фаховій діяльності педагога-музиканта. Акцент зроблено на важливості інтеграції аналітико-прогностичного компонента у зміст фахової підготовки майбутніх учителів музики, зокрема у рамках професійно-освітніх програм бакалаврського та магістерського рівнів, а також у додаткових сертифікатних курсах. Обґрунтовано, що формування аналітико-прогностичної компетентності у процесі фахової підготовки відбувається завдяки коректно підібраним і розробленим освітнім компонентам та педагогічній й атр-комунікаційній практикам. Запропоновано структурно-змістову модель формування аналітико-прогностичної компетентності, яка представлена через цільовий, концептуально-методологічний, змістово-операційний і результативно-оцінювальний блоки. Показано логіку їхнього розгортання й взаємодії, що забезпечує цілісність фахової підготовки майбутнього вчителя музичного мистецтва з урахуванням освітніх компонентів, спрямованих на травмоінформовану допомогу через арт-комунікаційну взаємодію з учнівською аудиторією. Особливий акцент зроблено на результативно-оцінювальному блоці, який дає можливість не лише вимірювати рівень сформованості аналітико-компетентності, але й прогнозувати подальші напрями її розвитку.

**Ключові слова:** аналітико-прогностична компетентність; вчитель музичного мистецтва; мистецько-освітній простір, фахова підготовка; структурно-змістова модель.

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