

Natalia Popovych

Peculiarities of training of the future music teachers in the system of continuous pedagogical education

Ars inter Culturas nr 3, 155-167

2014

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

Natalia Popovych

Pedagogical Institute, Borys Grinchenko Kyiv University
Kyiv

PECULIARITIES OF TRAINING OF THE FUTURE MUSIC TEACHERS IN THE SYSTEM OF CONTINUOUS PEDAGOGICAL EDUCATION

Key words: *professional and personal experience, future music teacher, professional and practical training, continuous pedagogical education*

Introduction

Long transient process of a society in political, social and economic trends has actualized the problem of quality for pedagogical personnel training having determined priority aspects among them for implementation of tasks relating to exponential training of specialists, application of innovational pedagogical know-how connected with the demands for formation of a teacher's personality as a person of high professional and cultural level. Lifelong learning has gained a particular importance in globalization and environment.

It is V. Andrushchenko's¹ opinion that lifelong learning is the education which enables a person to be constantly in common line with civilization progress, to maintain lifelong competitive ability providing the opportunity to master new information promptly, systematically and consecutively during training within its permanent accumulation and development such as to be oriented in powerful dataflow which is updated very fast, confidently exists and develops in information-oriented society during the entire life.

It should be noted that the concept "continuity" in pedagogical sources is used for the disclosure of techniques and methods of specialist training. Prerequisites for realization of lifelong education idea had appeared in 1950s-1990s.

It is L. Sigayeva's² opinion that economical prerequisites had consisted of the fact that economic development level on the one hand induced every person to strive for higher level of professional and social competence, and on the other hand, to study

¹ V. Andrushchenko, *Education Updating: Policy and Practice*, "Pedagogy and Psychology" 2002, no. 3, p. 12-15.

² L. Sigayeva, *Psychoeducational Problems for Adults Training in a Context of Lifelong Learning*, "Lifelong Professional Learning: Theory and Practice" 2007, no. 1 (2), p. 175.

without discontinuing work, owing to various forms of education. Social preconditions provided the development of democratic nature for education, granted the opportunity to get higher education by a majority of people, which in fact stipulated dynamics of intellectual potential of the society. Technological prerequisites have appeared along with implementation of innovation and informational know-how affected modifications of training forms and methods.

Theoretical Overview

Ideas, which have become the basis for conceptual development of lifelong learning, had initiated in 1950s-1960s, when continuous education was initially interpreted from the aspect of andragogy as the education for adults, intended to compensate preliminary training deficiency, or to extend knowledge taking into account demands of professional activities. Naturally, narrow-mindedness of such approach had created conditions for interpretation of lifelong learning as the system inherently combining education of adults with comprehensive education.

As scientists say, in 1970s-1990s the idea of lifelong learning had become of global significance. Its focus was on the view that every person needs optimal condition to acquire knowledge, skills and habits, as well as develop his or her creative abilities in the course of life.

The idea of lifelong learning had become the main ideological and administratively-practical directive in many world countries providing the creation of an “antithesis” to previous educational programs³. The basic aim of lifelong learning should be the training of a person to innovative, alternative and at the same time, comprehensive thinking, to combine the interests of both individual and a society into a common harmonic complex.

Lifelong learning is the nationwide, hierarchically normative legal, consistent and common process for education of intellectually ideal, literate people, specialists in all necessary professions to provide for present functioning and development of the state in all its trends and tendencies, having based on family, preschool, comprehensive (school), extracurricular, professional, higher and post-graduate education, professional development and self-education system, pursuant to the governmental doctrine of the lifelong learning quality⁴.

We are considering the lifelong pedagogical education system in Ukraine as the basis for national and spiritual renovation of the society. Its functioning is intended for education of a generation of specialists able to protect and multiply the national values of culture and civil society, develop and consolidate the sovereign, independent, democratic and law-based state as the integral part of the global and European community.

According to N. Nychkalo⁵ the completeness of lifelong learning subsystems and processes integration consists of the following:

³ Y. Bolyubash, *Organization of Educational Process at Higher Educational Establishments: Teaching Aid for Postgraduate Institutions Students of the Higher Education System*, Kyiv 1997, p. 38.

⁴ V. Lugovyi, *Pedagogical Education in Ukraine: Structure of Functioning, Development Trends*, Kyiv 2004, p. 78.

⁵ N. Nychkalo, *Lifelong Professional Learning*, Kyiv 2000, p. 112.

- Lifelong learning of an individual means permanent study of a person both in educational institutions and on his or her own, which provides three motion vectors of a human being in educational space: the first is called “forward motion vector”. For any person it enables to stay at existing formal educational level and continue to improve his or her own professional skills. The second “upward motion vector” means a consecutive transfer from a level to the next professional education level. The third “horizontal and sideways motion vector” discloses existing opportunity for not only continuation but also change of education profile.
- Continuity of educational processes and programs is a description of a person’s involvement extent in the process at all stages of its functioning, which stipulates succession of the educational activities content during the transition from one type to another.
- Continuity of educational institutions describes a nomenclature of educational institutions network creating a number of educational services able to satisfy variety of educational interests and demands.

Thus, reformation of lifelong training system of a future teacher should be intended to make available the systematic and purposeful activities relating to acquisition and improvement of professional and personality experience, skills and practice of students both studying at pedagogic educational establishments and during unsupervised study. Taxonomy of continuous (lifelong) pedagogical education is considerably extending its potential opportunities of professional training having formed abilities to be a competitive specialist able to react to the demands of society.

Lifelong professional education is a multivariate conception important as a method and style of socio-individual being of a person in globalized world and postindustrial society (philosophical aspect), indicated human rights to various forms of formal and informal education, trajectories, educational and professional programs designated as a qualification receipt, ensuring academic and professional mobility (social aspect), his or her development as an individual through educational institutions, regularity of self-development and self-perfection (moral aspect).

Purpose of lifelong education is to maintain on the required level of general culture, comprehensive and professional training of an individual. Lifelong learning performs diagnostic, adaptive, gnostic, developmental, educative, culturological, and compensatory functions.

Lifelong learning is a holistic process including a basic education – preparation training and education, chronologically preceding activities in professional sphere and the next step – sequential alternation of learning activity in the system of specially founded institutions vocationally oriented activities. Lifelong learning is, in general, closely connected to the professional development of an individual. Professional development in a context of lifelong learning is the process of changes occurred in a human mentality and provides incessant approach to perfection in a specific branch, profession, or occupation.

Majority of scientists⁶ characterize continuity as a pedagogical chain of dialectically allied phenomena providing the dynamics of orientation from personal self-determina-

⁶ *Higher Education of Ukraine – European Perspective: State, Problems, Prospects*, [materials of the Final Board, March 21, 2008, Kyiv], Education of Ukraine. Special Edition.

tion to adaptation and practical involvement to occupation and formation of world outlook and moral-professional qualities of future specialists.

National doctrine on education development specifies that lifelong professional education is a key condition for vital activity of human beings, acts as a guiding factor of education policy at different age and professional stages of its development related to person's adaption, sociocultural experience through various generations.

We should state that lifelong professional learning itself has become one of the guiding principles for implementation of the national education policy, indicator of modern tendencies to train various competitive specialists. We may say without exaggeration that continuity is a key factor to modern education system oriented to permanent professional improvement of an individual during his or her life.

Ukraine entry to European space needs the adaptation to a new evaluation and educational guidelines, in particular, the development and acceptance of new profession-oriented educational know-how which will provide the formation of professionally important individual qualities in students which are significant to their future activities, as well as obtaining competence according to chosen specialty.

Reconstruction of student's individual professional training will allow the implementation of an idea for self-development of educational systems, by formation of an individual able to be guided in the diversity of antagonisms of the present-day world, defining his or her own way for self-development, self-training and self-realization in a professional career.

It is well-known that today quality of professional training of future specialist pursuant to the European standards depends, first of all, in technical, technological and organizational updating of the educational process; improvement of programs' and courses' programs; technological re-training of teachers and managing structures at higher educational establishments.

The first task can be solved due to implementation of standard innovation know-how and methods adapted to requirements and level of organizational support in the particular educational establishment. The second task will be realized through the design of education content relative to scientific, technological and practical achievements of pedagogical science and practice. The third aspect depends on abilities of a teacher and student to master the methods and psycho-pedagogical readiness of a future music teacher to make respective changes.

The introduction of innovative pedagogical know-how into educational process characterizes the transfer of the higher educational establishment to a new qualitative state, which as a matter of fact needs readiness of teachers, because the part of all innovation processes depends on professional activity of teaching staff. Part of innovations at pedagogical educational establishments depends considerably on the formation of a creatively professional activity of both teachers and students. Special attention should be paid to the update of higher pedagogical education process, as far as to the issues of pedagogical education. Fundamentalism today takes one of the main places in the documents of UNESCO, Council of Europe, EC and other international organizations, possessing powerful potential for solution of a number of problems of the modern society, both politico-cultural and purely pedagogical.

Experience in the improvement of educational environment of pedagogical establishments is oriented to scientific development of sub departments teaching staff,

training of high qualification specialists able to propose a broad spectrum of educational services pursuant to the present-day demands; forming the promising reserves from European standard graduates (good proficiency in various spheres of culture and arts, foreign languages proficiency, good usage of advanced computer technologies, etc.).

Application of educational and pedagogical innovations pursuant to requirements of the Bologna Process confirm that along with the development of a new generation of working programs for standard and optional educational subjects, providing their structure and content simultaneous improvement, reorganization of educational process, introduction of alterations into the schedule of educational process, and, chiefly the rearrangement of individual forms of vocational training, shall be quite important. By taking into account the training features of arts specialists, it is the cornerstone of innovation success in higher pedagogical education⁷.

In the education ‘fundamentalistic’ conditions, there is needed the improvement of professional training quality of future music art teachers the reconstruction of individual training forms towards more profound mastering of future profession specificity by students. It shall take place not only at the expense of pedagogic education content reconstruction, introduction of new subjects, innovation know-how and methods adapted to the demands of individual discussions of teacher and student and assisted the latter to master a chosen occupation.

Lifelong learning provides certain interconnection to all process stages, as well as interrelation of all its intermediate results. At the same time the lifelong pedagogical education system is the integrated combination of educational institutions, which shall provide the following⁸:

- Pre-professional training, professional training and advanced training for teachers and managers, their professional immunity, opportunity to improve the psych-pedagogical, scientific, technological and other types of competence and creative initiatives;
- Realize the most important function of teacher’s professional education – development of his/her orientation towards pedagogical-vocational self-improvement, “transformation of yourself” to solve tasks of pedagogical practice which become constantly more sophisticated;
- Multi level information system forming methodological, theoretical and technological basis for educational process;
- Supervised interrelation of pre-professional training, professional training and advanced training for teachers based on the general strategy of lifelong pedagogical education development.

The methodological significance is seen in the studies of problems which deal with purposefulness in lifelong learning, integrative theories of professional training and development of specialist’s individuality, didactic principles of selection and structuring of professional training content and development of educative-professional programs,

⁷ L. Kondrashova, *Moral-Psychological Willingness of a Student to Teaching Activity*, Kyiv 2007, p. 47-55.

⁸ A. Aleksyuk, *Arrangement of Students’ Independent Work in the Conditions of Learning Intensification: teaching aid*, Kyiv 2003, p. 33.

principles of democratization, humanization and humanitarization of professional education; individualization and differentiation in professional education and principles of openness of education system, regularities of professional training of a specialist and professional development in the future.

Lifelong learning in the context of its psycho-pedagogical significance acts as the basis for all-round development of an individual, gradual improvement of his/her creative potential. It is an integration element of a person's vital activity, condition for constant development of personal experience in a process of social experience adoption as an active subject who is active, able of cognition and communication.

First of all, we connect modernization of pedagogical education system to the introduction of updated learning content, forms, methods and technologies into educational environment. We should emphasize that informatization of education is one of the most important upgrading mechanisms of the educational branch of science. The application of information systems in the sphere of lifelong pedagogical education provides a new level of acquiring and generalization of knowledge, skills and habits in students, their application in future professional and creative activities.

Integration problem with the urgency of information-communication technologies into lifelong pedagogical education is stipulated by needs of practice, first of all, social needs for higher status of a teacher respective to level or degree of ability and readiness acquired by him or her to perform complicated and specific professional functions. Informatization of education is the process coverage of educational sphere with the methodology and practice for the development and optimal application of information technologies. It includes the creation and application of computer methods to acquire, control and evaluate students' knowledge level; creation of innovation-methodological learning systems oriented to the development of intellectual-creative potential of students, formation of competence to get knowledge independently, carry out information-educational, experimental-research activities, as well as activities in independent data processing. Information resources include knowledge, information, data obtained following the research and practical activities of a person, which can be used during activity and management as a factor for their higher efficiency. According to other determination information resources are the concentration of available facts, documents, data and knowledge identifying unstable states of a society and used in the professional training of specialists, scientific researches etc. Informational technologies are the set of methods and program-technical facilities combined in the process flow ensuring accumulation, processing, storage, spreading and representation of information for the purpose of processes simplification for information resources application and their reliability and efficiency enhancement.

In order to solve the aforesaid problems the following components of information culture shall be formed in future music teachers⁹:

- Understanding of information and information processes essence, their role in the cognition of surrounding reality and human creative activity;

⁹ N. Popovych, *Integration Problem of Information-Communication Technologies into the System of Professional Training of Future Music Teacher. Information Technologies and Teaching Facilities*, Kyiv 2013, no. 1 (33), http://archive.nbu.gov.ua/e-journals/ITZN/2013_1/786-2569-1-ED.pdf (28.12 2013).

- Possession of special skills to apply the information technologies, in particular, ability to use software;
- Understanding of computer role as an efficient facility for educational and music-pedagogical activity, role of program accompaniment of learning process, in particular, pedagogical programming facilities;
- Ability to organize scan, selection of computer information necessary to solve educational tasks; availability to the ideas of algorithm, its properties and description forms; databases, data retrieval systems, etc.

Integration of information technologies in lifelong learning system provides the following¹⁰:

- Disclosure, improvement and development of close interrelation of individual talents and qualities of a person;
- Activation of cognitive interest' formation, motivation for aspiration to self-improvement and self-realization;
- Ensure the complexity for future specialist professional training process;
- And finally regular update of content, facilities, forms and methods of training and education.

Application of information technologies forms informational competence of future specialists. Informational competence is an integrative formation of personality accumulating knowledge (one of the main methods of informatics and information technologies), skills (use available knowledge for assigned tasks solution), habits (use of computer and communication technologies), ability (represents messages and data in apprehensible for everybody form) and data retrieval system. It is shown up in aspiration, ability and readiness for efficient application of modern facilities of informational and computer technologies to solve tasks in professional activity and daily life, realize the importance of a subject and activity results. In author's opinion, information competence formation provides for the development of versatile skills of critical thinking, especially ability to observe and make logical conclusions using information models, analyze situation, understand general content of a message and its hidden meaning.

Information competence formation in a structure or profession-personal experience of an individual is a complex psycho-individual process occurring based on integration of theoretical knowledge and practical skills, as well as certain set of personal qualities.

The processes mentioned above actualize the problem of professional training of highly skilled personnel possessing high level of information culture able to use the versatility of information-communication technologies in his or her own professional activities, required constant upgrading of specialists training process technologies in the conditions of lifelong learning.

To our mind, the effectiveness of professional-personal process formation in the conditions of application of information technologies shall be provided by observance of the following didactic principles¹¹:

- Individualization (teacher shall construct teaching and creative interactive coop-

¹⁰ R. Gurevich, *Formation of information culture of the future expert*, Kyiv 2003, p. 354-360.

¹¹ L. Kondratska, *Modern Technologies for Training of Future Art Teachers*, "Art and Education" 2003, no. 2, p. 7-11.

eration taking into consideration individual abilities, professional knowledge, skills and habits of every student);

- Differentiations (opportunity to select and propose a required range of educational and music-artistic tasks of differential complexity and quantity to students, and correspond in sequence to cognitive talents of students, level of their professional knowledge and skills);
- Intensifications (versatility of ways for presentation of teaching materials, its structuring providing extensive involvement of interactive types and forms of activity).

Application of information technologies allows qualitative upgrades and increasing efficiency of the arrangement of professional training process for music teachers providing versatility and high level of teaching material perception. This can lead to the extension of students' professional and individual experience.

Analysis of a real state of specialist's training at educational establishment points out the acute conflict between modern requirements of the society towards professional training of a teacher able to use innovative achievements of information-communication technologies in his or her own creative and pedagogical activities, and practice for teaching students in the lifelong learning system.

To our mind, pedagogical education establishments should train a competent specialist taking into account opportunities of up-to-date informational teaching technologies and orientation to formation of competent and harmonically developed individual, able of constant refreshment of scientific knowledge, professional mobility and fast adaptation to changes in socio-cultural sphere, system of management and work organization in the market economy conditions.

Summarization

All aforesaid indicates that there is an acute problem in application of teaching a computer and information technologies in lifelong pedagogical education.

The main pedagogical tasks for the application of teaching information-communication technologies are the following:

- More frequent use of visual methods for teaching materials and facilitation in its perception due to compact and clear information presentation;
- Development of creative potential of students, their communication abilities, skills in experimental and research activities; training activity culture, higher study motivation;
- Intensification of all levels of learning and educational process, enhancement of its efficiency and quality;
- Broadening and intensification of learning content in studied subjects;
- Mastering of the entire range of ideas, operations and functions, free handling of which is provided by the content of learning subject;
- Realization of social request stipulated by present society informatization.

The purpose of education system informatization is higher learning efficiency due to extension of information volume and improvement of its application methods, as well as orientation to possible usage of information technologies in teaching and

educational process of higher educational establishment and future professional activities.

Utilization of information-communication technologies in educational process changes the correlation of methods, forms, training facilities, and also the entire methodological approach. It is resulted in alteration of volume and content of teaching material; introduction of algorithmization for tasks solution; broadening of subject sphere by means of modelling or simulation of phenomena and processes using interactive coordination, data compression, its logic and compressed processing; application of software tools for the purpose of development of logic, representational thought, as well as formation of verbal, communicative and practical skills; variability in learning activity selection types and ways for presentation of musical material; provision for individual and differential work with teaching materials; extension of sphere for independent work with the elements of research activity.

Expedience and efficiency of information technologies application in lifelong pedagogical education are closely connected to the concept of informational culture. The principals of informational culture have methodological, world outlook and general culture nature exhibited in the application of searching procedures in mass practice, information processing and presentation based on respective system of scientific concepts, principles and laws as required factors for system-perceptual cognition and representation of objective reality connected with photographic material system (knowledge base, database, etc.), and they are to be formed during a complex process study, which is the basis for integration of teaching subjects, humanitarization of education and humanization of the learning process¹².

Information culture forming of future music teacher is, first of all, system of knowledge formation, skills and habits of the specialist needs to utilize information-communication technologies in his or her own professional activities.

Information culture content of every individual is connected with the nature of his or her activity, and for future music teacher – with learning, in the first instance. Thus, skill to use information-communication technologies efficiently both in teaching process, self-education and self-improvement is the important component of information culture of future music teachers.

Application of innovative information-communication technologies supports their conformity with features connected to training of future specialists, aiming to their formation of not only highly professional knowledge, skills and habits, but also adherence to individualization and differentiation of teaching process, ensuring the prospects taking into account economic, social and cultural development of the society, development of need in students for self-improvement and self-realization, for search of new possibilities for goals achievements.

Implementation of information-communication technologies into teaching process of higher pedagogical education establishments will allow increase of learning load percentage performed independently by students; this condition needs the creative approach to solve the problem tasks, which is one of the main conditions to improve the quality of specialists in the lifelong learning system.

¹² R. Dave, *Foundations of Lifelong Education: Some Methodological Aspects, Foundation of Lifelong Education*, Hambourg 1986.

Opportunities to influence the information-communication technologies on future music teachers training quality in the lifelong pedagogical education system are included in the activation of independent work, development of intellectual and creative talents of students, professional thinking formation, as well as in their ability to make optimal decisions creatively.

Therefore, willingness to evaluate innovations, determination of their conformity with needs and potentials of the specific educational establishment, as well as the ability of future specialist to perform innovation music teaching is the important aspect in formation of professional-and-individual – future music teacher.

Music art teacher with innovation potential can be able to train students aspiring to successful and effective vital activity provided to intensify the scientific interest in problems of innovation activity in music teaching sphere.

Having analyzed basic provisions of modern lifelong pedagogical education methodology we may draw a conclusion on interrelation of two multidirectional factors. External one is connected with cardinal change of value guidelines. Internal one indicates that growing now innovative movement is a motivating force for development of up-to-date education.

A special arrangement of activity and thinking involving the entire sphere of education and training of personnel is understood as innovations in education. The most elementary innovation possesses a huge systemic action in its effect to other components of musical teaching process, general structure of education content and musical pedagogic activity.

Pedagogic innovations are put into practice today during the education processes: self-education, researching, managing, psychological etc. The innovative character of educational processes of a music teacher profession involves their professional activity and professional adaptation of a teacher is inevitable. Adaptation is a special form of reflection by active systems of both external and internal environment consisting in a tendency of dynamic balance set with them. Adaptation regulators are: motives, knowledge, habits and skill, will, talents.

Professional adaptation is a certain concordance of profession requirements, being changed with the aggregate of knowledge, skills and habits of an individual forming ability to flexibility of socio-professional position in the system of formal and informal relations in a pedagogical team, optimally functioning system of social, psychosocial, psychophysiological characteristics of an individual, conformity with profession requirement, favor an individual's development, his or her successful and efficient professional activity.

Despite the fact that professional adaptation is a continuous process lasting the entire person's professional life, the most extensive, significant, complex is shall become at a specialist's entering stage to conditions of real professional activity, i.e. during its initial years.

Two components of professional adaptation of music teacher are distinguished: properly professional as habituation to the content of music-pedagogical activity at a particular work conditions; socio-psychological, as habituation to a new social environment. The above said two components of professional adaptation are closely interconnected to a practical activity of music art teacher and, having predetermined each other functioning, are integrated in a single unit.

We should highlight that socio-psychological adaptation phenomenon appears either in case of social or territorial transfer, or in a case of sharp change of social conditions, and is determined as reach of dynamic balance by a person who attained a new social environment, i.e. as phenomenon of adaptation, entry, development, habituation. It acts as a protection facility for an individual helping him to reduce and eliminate internal stress, alert, destabilization states appeared in people during interrelation with other people, society in general.

Coordination of norms, values, stereotypes, standards of behavior of an individual and social group, which he or she intensifies in himself or herself depending on particular manifestation of social context, is a content of socio-psychological adaptation.

The main distinction of a concept of socio-psychological adaptation from the other adaptation varieties is to consider the phenomenon within a framework of attribution of an individual to certain social groups and consider those groups in the context of various changes.

On the assumption of certain social transformations balance, conformity, compliance is infringed between demands of a society to music teacher, as representative of professional group who has to perform educational and individual-forming function, and ability of a teacher to fulfil his or her professional mission. It is resulted in display of adaptation process, which idea is equilibrium attainment between teacher's individuality and social environment; in its course the system of professionally significant individual properties of a specialist are formed, required for activities in a new social context. Adaptation to social changes is an important aspect of socio-psychological component of a professional adaptation of a teacher in the present conditions of life-long pedagogical education.

We are convinced that high level of forming professional-individual experience will provide fast progress of adaptation processes for a young specialist. Development of self-regulation processes using processes self-supervision, self-evaluation and self-control is important in the process of lifelong pedagogical education. The essence of "closest self-development zones" lies in the fact that need and talent for self-development is exhibited and realized in an individual much easier and faster providing fulfilment of specific aims when qualitative changes of an individual occur; a person during self-education process exposes himself or herself to self-suggestion provide thereby the arise of previously missing characteristics.

Conclusions

For development of theory and practice of the specialized training of the future music teachers, the search for innovation approaches to formation of professional and personal experiences of students gains particular importance. An important aspect of the training of future music teachers is to enhance the professional orientation of teaching as a course providing the practical training to students and basic theoretical training in music pedagogy, music psychology, and scientific fundamentals of special techniques. The concept of our study is aimed at substantiation of theoretical and methodological fundamentals for formation of professional and personal experience of the future music teacher. One of the important factors that will ensure the efficiency of formation of the

action-based and practical experience component of the future music teachers are professional and creative activity, acting as a condition and the result of musical and educational activities, and providing an unusual approach and creative solution of professional tasks. All educational qualification levels in the structure of training of the future music teacher provide the teaching practice, the content, forms and methods of which largely determine the efficiency of formation of the action-based and practical experience component for students and their subsequent adaptation to the profession. To enhance the students' activity, the use of an active dialogue, the role play, analysis of problem situations, educational research, and special creative exercises in the music and teaching practice is of great importance. Practice in terms of a high school serves as a test of the future teacher's professional skills and, on the other side, it is an essential step in the formation of pedagogical skills, their manifestation in the personal educational activities. The pedagogical guidance of the process of forming an action-based and practical component in the structure of professional and personal experience of the future professionals provides for creation of optimal conditions for proactive actor, so it could deliberately and profoundly acquires a certain level of experience. The competence and personal approaches within illumination of the conceptual provisions is aimed at study of factors, conditions and criteria of quality in formation of professional and personal experience of the future specialists, substantiation of factors promoting the students for self-improvement and continuous vocational and personal growth. The main condition, predetermined by the scientific and artistic paradigm, is to develop not only a teacher of music as a high-level professional, but also the individual mastering the means of self-perception and learning of the world and capable of the full-fledged professional and personal self-actualization.

References

- Aleksyuk A., *Arrangement of Students' Independent Work in the Conditions of Learning Intensification: teaching aid*, Kyiv 2003.
- Andrushchenko V., *Education Updating: Policy and Practice*, "Pedagogy and Psychology" 2002, no. 3.
- Bolyubash Y., *Organization of Educational Process at Higher Educational Establishments: Teaching Aid for Postgraduate Institutions Students of the Higher Education System*, Kyiv 1997.
- Dave R., *Foundations of Lifelong Education: Some Methodological Aspects, Foundation of Lifelong Education*, Hambourg 1986.
- Gurevich R., *Formation of information culture of the future expert*, Kyiv 2003, p. 354-360.
- Kondratska L., *Modern Technologies for Training of Future Art Teachers*, "Art and Education" 2003, no. 2.
- Kondrashova L., *Moral-Psychological Willingness of a Student to Teaching Activity*, Kyiv 2007.
- Lugovyi V., *Pedagogical Education in Ukraine: Structure of Functioning, Development Trends*, Kyiv 2004.
- Nychkalo N., *Lifelong Professional Learning*, Kyiv 2000.
- Popovych N., *Integration Problem of Information-Communication Technologies into the System of Professional Training of Future Music Teacher. Information Technologies and Teaching Facilities*, Kyiv 2013, no. 1 (33), http://archive.nbu.gov.ua/e-journals/ITZN/2013_1/786-2569-1-ED.pdf (28.12 2013).

Sigayeva L., *Psychoeducational Problems for Adults Training in a Context of Lifelong Learning*, "Lifelong Professional Learning: Theory and Practice" 2007, no. 1 (2).

Summary

PECULIARITIES OF TRAINING OF THE FUTURE MUSIC TEACHERS IN THE SYSTEM OF CONTINUOUS PEDAGOGICAL EDUCATION

The paper discusses the complexities of the professional training of music teachers in the system of continuous education. The formation of future professionals is considered on the basis of the subject-object interaction. The purpose of education is to improve the scope of continuous education; this will expedite the formation of the teaching staff capable of carrying out professional activities according to the democratic and humanistic principles. The implementation of the education policy is the priority function of the state aimed at the development and self-actualization of the individual. It is proven that the implementation of the competence approach in continuous education helps to ensure educational needs of individuals including: (1) flexible general education; (2) general cultural and research training for the future music teachers; (3) improvement of their social security in the labor market; and, (4) integration into the global educational and artistic community.

Key words: *professional and personal experience, future music teacher, professional and practical training, continuous pedagogical education*