

організаціями. Розкрито стан підготовки спортивних фахівців у Китаї та окреслено проблеми, що мають місце у вищій школі. Основними проблемами визначено дисбаланс попиту та пропозиції на фахівців фізичної культури, недостатня практична підготовка та відсутність належного діяльнісного оцінювання майбутніх педагогів. Зазначено, що створення більш комплексної системи підготовки у вищій школі здатне забезпечити результативне теоретичне навчання студентів та розвинути у них практичні навички, що сприяє підвищенню ефективності освіти та ефективному сталому розвитку спортивної індустрії. Запропоновано шляхи виходу з цієї ситуації, що зосереджені на реструктуризації навчального плану, практичній оптимізації освітнього процесу та вдосконаленні системи оцінювання, та описано структуру оновлення освітнього процесу, спрямовану на інтеграцію інновацій, практичних навичок та організаційні можливості підготовки студентів.

Ключові слова: заклади вищої освіти, професійна підготовка в Китаї, майбутні фахівці з управління фізичною культурою, управлінська компетентність.

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Gege Zhang

West Ukrainian National University

ORCID ID 0009-0005-6805-8043

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PROBLEMS AND PROSPECTS OF FORMING FUTURE MUSIC TEACHERS' READINESS FOR PROFESSIONAL ACTIVITY

The article reveals the essence, relevance and main contradictions of the process of forming the readiness of future music teachers for professional activity in general secondary education institutions in the conditions of modern society. It is emphasised that the transformational processes in the education system, the introduction of a competence-based approach, the digitalisation of the learning environment and the growing demands on the teacher's personality necessitate a rethinking of the content, forms and methods of professional training of artistic specialists. The main problems that complicate the effective formation of future music teachers' professional readiness for professional activity in educational institutions of Ukraine are identified. These include insufficient integration of digital technologies into the educational process of students, and therefore a low level of digital competence of future teachers; limited interdisciplinary interaction and fragmented interdisciplinary learning; impossibility of integrating ICT into the educational process of students and their integration into music education; insufficient practice-orientedness of the educational process and the educational programme as a whole; low level of students' motivation for professional self-development; limited opportunities for pedagogical practice in schools with modern equipment; incomplete adaptation of the educational environment to the requirements of the New Ukrainian School and the modern digital space; incompatibility of traditional pedagogical methods of teaching with modern educational trends. The main problems that complicate the effective formation of the professional readiness of future music teachers are identified, including insufficient integration of digital technologies, limited interdisciplinary interaction, and weak practice-orientation of the educational process. At the same time, promising areas for improving educational training are outlined, including the use of innovative pedagogical technologies,

the creation of a digital educational space, the implementation of interdisciplinary projects, and the development of the motivational and value sphere of the future teacher. The results of the study can be used to update the content of professional training of future music teachers, improve curricula and increase the efficiency of the educational process in artistic higher education institutions.

Key words: *readiness for professional activities, pedagogical conditions, information and communication competence, future music teachers, digital technologies, interdisciplinary integration, professional training, communication skills, educational environment.*

Introduction. The current stage of development of Ukrainian society, which is characterised by dynamic transformations in the educational sphere, necessitates a revision of approaches to the professional training of future teachers, in particular in the field of art education. One of the priority directions of modernisation of higher pedagogical education is to form the readiness of future music teachers for effective professional activity in general secondary education institutions. In the context of implementing the provisions of the New Ukrainian School Concept, the emphasis is shifted to the development of not only subject matter, but also methodological, psychological and interdisciplinary competencies in teachers, which ensure their ability to teach music in a creative and innovative way in accordance with the needs of students and the challenges of the times. However, the analysis of the current state of professional training in this field shows a number of contradictions between the needs of school practice and the level of readiness of graduates of pedagogical institutions of higher education for professional activity; between the requirements of updated educational standards and the actual content of professional training; between the need to integrate knowledge from different fields and the predominant fragmentation of the educational process. All of this makes it necessary to scientifically comprehend the problem of forming the professional readiness of future music teachers, as well as to find effective ways to solve it, taking into account modern educational trends, innovative approaches and a competence-based approach to learning.

Analysis of the latest research. In the modern scientific discourse, the problem of forming the readiness of future music teachers for professional activity in general secondary education institutions is considered as a multicomponent phenomenon that covers cognitive, emotional and value, technological and socio-cultural aspects. Researchers emphasise the need for a systematic approach to training

that would meet the challenges of the New Ukrainian School and the digitalisation of the educational space.

In the scientific literature, the problem of forming the readiness of future music teachers for professional activity in general secondary education institutions is considered through the prism of various methodological approaches. Researchers emphasise the need for the holistic formation of professional, information and digital, artistic and aesthetic, and communicative competences of future specialists. In particular, the works of scholars H. M. Irklienko and M. V. Yakovlev emphasise the importance of combining traditional and innovative technologies in the training of art teachers. The authors consider the activity-based approach to be the leading one in ensuring the practical orientation of learning (Irkliienko H. M., & Yakovlev M. V., 2022). A similar position is held by A. V. Dobrovolska and N. S. Drozdova-Kucheruk, who emphasise the importance of forming the professional identity of the future teacher through the creation of a musical and aesthetic environment (Dobrovolska A. V. 2021; Drozdova-Kucheruk N. S., 2020).

Considerable attention is also paid to the technological aspect of professional training. According to S. P. Chuhai and I. P. Khvashchevska, the digitalisation of the educational process requires future teachers to be proficient in distance learning tools, multimedia presentations, interactive platforms and virtual music studios (Chuhai S. P., & Khvashchevska I. P., 2022). These provisions are deepened in the studies of I. V. Simakova and L. O. Ushmarova, where the emphasis is on the formation of readiness for professional self-improvement in the context of the digital transformation of education (Simakova I. V., & Ushmarova L. O., 2021).

In the modern scientific discourse, the works of foreign, in particular Chinese, researchers are increasingly represented, highlighting current areas of innovative development of music pedagogy. In particular, E. Ma proposes a model for integrating information technology into music education, which ensures increased student motivation and high-quality acquisition of professional knowledge (Ma E., 2022). Research by X. Zhang, A. King, and H. Prior shows that the positive attitude of Chinese music teachers towards the use of ICT correlates with the level of their digital competence and methodological support at universities (Zhang X., King A., & Prior H., 2021). In this context, it is worth mentioning the work of J. L. Shan, who proves the effectiveness of music software in the training of

future teachers, in particular through the development of their creativity and adaptability to the digital environment (Shan J. L., 2022).

Particularly noteworthy is the study by W. Mu, which describes the experience of using Zoom, Microsoft Teams and Google Classroom platforms in the educational process of musicians' training in China (Mu W., 2022). The author substantiates the effectiveness of such technologies in the development of remote interaction skills, interactive learning, and digital communication. Scientists B. Mei and S. Yang also prove the feasibility of using AR/VR technologies in the process of instrumental teaching, which contributes not only to the emotional involvement of students but also to the development of spatial imagination and professional thinking (Mei B., & Yang S., 2021).

The analysed scientific sources confirm that the effective formation of future music teachers' readiness for professional activity requires an interdisciplinary approach, technological integration and continuous self-improvement. Taking into account both domestic and foreign (in particular, Chinese) experience allows us to expand the range of pedagogical strategies and improve the quality of professional training in the context of the transformation of the modern educational paradigm.

The purpose of the article – theoretical substantiation and analysis of the problems of forming the readiness of future music teachers for professional activity in general secondary education institutions, as well as outlining promising areas for improving their professional training, taking into account modern requirements, educational reforms and principles of interdisciplinary integration.

Summary of the main material. Forming the readiness of future music teachers for professional activity in general secondary education institutions at the present stage of society's development is of particular relevance, given the dramatic changes in the education system, the focus on a competence-based approach, and the growing socio-cultural requirements for the teacher's personality. In the context of education reform in accordance with the principles of the New Ukrainian School Concept, the focus is not only on the acquisition of professional knowledge, skills and abilities, but also on the formation of a holistic professional readiness, which includes motivational and value, cognitive, activity and reflection components. This necessitates a rethinking of approaches to training specialists in the artistic and pedagogical field, which is integrative and creative by nature.

The analysis of scientific sources shows that readiness for professional activity is considered as an integrated personal formation that combines knowledge, skills, pedagogical skills, ability to create, communicate, self-education and self-realisation. However, the current practice of training future music teachers demonstrates a number of contradictions and problems. First of all, it is the insufficient level of practical training of students to work with students of different ages, the discrepancy between the theoretical content of academic disciplines and the real needs of school music education, fragmentation in the acquisition of interdisciplinary knowledge, as well as the insufficient use of interactive teaching methods and digital technologies in professional training.

In addition, a significant number of students do not show a high level of motivation for future teaching activities, which indicates the need to improve the system of psychological and pedagogical support, development of professional identity and leadership skills. It is important to emphasise that in today's information society, the role of digital competence is growing, which requires a music teacher not only to master classical teaching tools, but also to be able to effectively integrate multimedia resources, e-learning platforms and innovative technologies into the educational process.

A promising direction for improving the professional training of future music teachers is the introduction of interdisciplinary integration, which provides a holistic perception of educational material, broadens students' worldview, and promotes the development of critical thinking, creativity, and the ability to pedagogical improvisation. The integration of music with other subjects, including literature, history, fine arts, and information technology, allows for the creation of a multidimensional educational environment focused on the development of students' emotional and value spheres.

Identification of the main difficulties and potential vectors of development of professional training of future music teachers allowed to systematise the problematic aspects and outline strategic guidelines for improving professional education. The summarised results of the analysis are presented in Table 1, which makes it possible to identify the key areas of pedagogical influence and educational reform.

The analysis of these data shows the need to introduce interdisciplinary approaches, digital technologies and intensify the internal motivation of students of higher artistic and pedagogical education. Such

an integrated approach allows for the development of not only professional, but also general cultural and informational competences, which is the basis for the effective implementation of the educational objectives of the New Ukrainian School.

Thus, the formation of future music teachers' readiness for professional activity requires targeted pedagogical influence, innovative rethinking of the content and forms of training, active involvement of students in practice-oriented activities, creative projects, interactive forms of learning that meet modern challenges and trends in education.

In our opinion, in the context of the problems of forming the readiness of future music teachers for professional activity in general secondary education institutions at the present stage of society's development, the integration of digital technologies into the process of professional training is of particular importance. Among the current pedagogical conditions that contribute to the effective formation of professional readiness, it is worth highlighting four key areas that determine both the growth of digital competence and the overall level of professional preparedness.

Table 1

Problems and Prospects of Forming Future Music Teachers' Readiness for Professional Activity in the Context of Modern Educational Space

Problems	Prospects
1. Insufficient digital competence of future teachers.	1. Implementation of modern digital platforms (Google Classroom, Moodle, Zoom) in the training of musicians.
2. Lack of a coherent system of ICT integration in music education.	2. Use of virtual music studios, software for arrangement (Sibelius, FL Studio, Ableton Live).
3. Fragmented interdisciplinary training (music, pedagogy, IT).	3. Implementation of interdisciplinary educational projects in collaboration with IT specialists, designers, etc.
4. Insufficient practical orientation of educational programmes.	4. Development of concert simulations using VR/AR technologies.
5. Low motivation of students for independent professional development.	5. Stimulating students' creative activity through interactive forms of learning and individual projects.
6. Limited opportunities for pedagogical practice in schools with modern facilities.	6. Creating an educational environment adapted to the requirements of the New Ukrainian School and the digital space.
7. Mismatch of traditional teaching methods with modern educational trends.	7. Improvement of methods of teaching music based on a competence-based approach.

First, an important condition is the introduction of educational activities aimed at developing students' motivational and value spheres. Formation of internal motivation to master modern digital tools, as well as awareness of their significance in pedagogical activities, ensures not only technical proficiency in ICT, but also responsible and appropriate use of them in the educational process. This approach contributes to the formation of a holistic pedagogical position focused on innovation, critical thinking and readiness for change.

Secondly, an important condition is the integration of music pedagogical and information and communication training of future teachers. The involvement of digital tools in the content of professional disciplines, in particular the use of music editors (Sibelius, Finale), sound editors (Adobe Audition, Audacity), and software for creating arrangements (FL Studio, Ableton Live), expands students' opportunities to implement creative ideas, model modern educational situations, and master technologies that meet the needs of modern school practice. In addition, the active use of electronic platforms (Google Classroom, Moodle), virtual music studios, VR/AR technologies stimulates the development of students' creative potential and helps to increase their motivation to learn and professional self-realisation.

Thirdly, the development of future music teachers' readiness involves the organisation of interdisciplinary learning that ensures the integration of knowledge from different fields - music, pedagogy, information technology, design, etc. Creating interdisciplinary educational projects, implementing the case method, working in teams with representatives of related specialities helps to develop interaction, communication, analytical thinking, and readiness to sell educational products in the digital environment. It is interdisciplinary training that is an effective tool for shaping the professional mobility and adaptability of future teachers.

Fourthly, an important promising condition is to ensure the self-development of students' digital literacy based on continuous self-education, mastering new digital tools, creating multimedia learning content, and the ability to organise distance and interactive forms of learning. Mastering online communication platforms (Zoom, Microsoft Teams, Google Meet) is a necessary element of professional training in the context of digitalisation of education. Such activities develop not only technical skills, but also professional thinking, the ability to pedagogical design and reflection.

Thus, overcoming the existing problems and realising the prospects in shaping the readiness of future music teachers for professional activity in a modern school is impossible without the systematic implementation of the above-mentioned pedagogical conditions. They ensure not only the quality of professional training, but also the competitiveness of the graduate in the context of the rapid development of the digital educational environment.

Conclusions. Thus, based on the analysis, it can be concluded that the formation of future music teachers' readiness for professional activity in general secondary education institutions is a complex and multifaceted process that requires a systematic approach, updating the content of professional training, introducing modern pedagogical and digital technologies, as well as interdisciplinary integration. It has been found that the key problems remain the insufficient level of digital literacy, the fragmentation of the integration of information and communication technologies into music and pedagogical education, as well as the limited practice-oriented components of training. At the same time, promising areas of development include the creation of a digital educational environment, the active use of online platforms, virtual music studios, VR/AR technologies, and the implementation of interdisciplinary educational projects in collaboration with specialists in related fields. The motivational and value-based training of students is also essential, as it ensures their professional self-realisation and readiness for innovative teaching. Thus, the outlined problems and prospects for developing the readiness of future music teachers require further research, the development of effective methodological approaches and the improvement of educational programmes in accordance with the needs of modern society and the needs of the New Ukrainian School.

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АНОТАЦІЯ

Чжан Геге. Проблеми і перспективи формування готовності майбутніх вчителів музичного мистецтва до професійної діяльності.

У статті розкрито сутність, актуальність та основні суперечності процесу формування готовності майбутніх учителів музичного мистецтва до професійної діяльності в закладах загальної середньої освіти в умовах сучасного суспільства. Наголошено на тому, що трансформаційні процеси в системі освіти, впровадження компетентнісного підходу, цифровізація навчального середовища та зростаючі вимоги до особистості педагога зумовлюють необхідність переосмислення змісту, форм і методів професійної підготовки фахівців мистецького профілю. Зазначено основні проблеми, які ускладнюють ефективне формування професійної готовності майбутніх учителів музичного мистецтва до професійної діяльності в освітніх закладах України. До них віднесено недостатню інтеграцію цифрових технологій в освітній процес здобувачів освіти, а відтак невисокий рівень цифрової компетентності майбутніх учителів; обмеженість міждисциплінарної взаємодії та фрагментоване міждисциплінарне навчання; неможливість цілісного впровадження ІКТ в освітній процес студентів та їх інтегрування у музичну освіту; недостатня практико-орієнтованість освітнього процесу та освітньої програми в цілому; низький рівень вмотивованості студентів до професійного саморозвитку; обмеженість щодо можливості проходження педагогічної практики в школах із сучасним обладнанням; неповна адаптованість освітнього середовища до вимог Нової української школи та сучасного цифрового простору; несумісність традиційно-педагогічних методів навчання сучасним освітнім тенденціям. Водночас окреслено перспективні напрями вдосконалення освітньої підготовки, що включають використання інноваційних педагогічних технологій, створення цифрового освітнього простору, реалізацію міждисциплінарних проєктів та розвиток мотиваційно-ціннісної сфери майбутнього вчителя. Результати дослідження можуть бути використані для оновлення змісту професійної підготовки майбутніх учителів музичного мистецтва, вдосконалення навчальних програм і підвищення ефективності освітнього процесу у мистецьких закладах вищої освіти.

Ключові слова: готовність до професійної діяльності, педагогічні умови, інформаційно-комунікаційна компетентність, майбутні вчителі музичного мистецтва, цифрові технології, міждисциплінарна інтеграція, професійна підготовка, комунікативні навички, освітнє середовище.