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**PEDAGOGICAL CONDITIONS FOR FORMATION OF  
METHODOLOGICAL CULTURE OF A FUTURE MUSIC TEACHER  
ON THE PRINCIPLES OF HERMENEUTIC APPROACH**

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**Abstract.** *Implementation of educational standards of professional education entails significant enhancing of the scope of a teacher's professional activity, related to educational and methodological support of the educational process: elaboration of educational and program documentation, control means, methodological provision of the educational process. Methodological activity of a teacher comes to the fore and, respectively, requirements to a teacher's methodological culture in modern conditions increase, and the essence of teacher's methodological culture requires a new understanding.*

*The paper considers a topical issue of modern professional training of a future music teacher, namely the formation of their methodological culture. The paper substantiates pedagogical conditions for formation of methodological culture of a future music teacher on the grounds of hermeneutic approach.*

**Keywords:** *high art education; methodical culture, future teacher of musical art, musical art; pedagogical condition; hermeneutic approach.*

**Introduction.** Today, the training process of a future teacher of musical art requires harmonious and comprehensive development, readiness for self-development, and self-education. Respectively, requirements to the conditions of provision of educational process increase and the essence of the methodological culture of a future music teacher requires a new understanding. The modern pedagogical process is structured as a "teacher-student" interaction. The nature of the interaction determines the quality and efficiency of the educational process, which should be based on the subjects' understanding of each other. That is why hermeneutics holds one of the key positions at the present stage of development of higher artistic education. A new paradigm of education has an important role in this process, as its fundamental thesis is hermeneutic interpretation of experience, spiritual interpretation of the text, revealing its sense and meaning in the universum of culture.

The paper considers substantiation of pedagogical conditions for formation of methodological culture of a future music teacher on the principals of hermeneutic approach, as, considering the above, this issue is relevant.

***Analysis of publications and researches of recent years.*** Different definitions of the notion "pedagogical conditions" can be found in academic literature. Let us consider some of them. Thus, pedagogical conditions are:

- a complex of measures, which provide the most favourable environment for effective functioning of a certain methodological system (M. Mykhniuk);
- interrelated complex of internal parameters and external characteristics of the educational process, which provide its high performance and are optimal (V. Manko);
- certain principles and ideas, on which the interaction of the educational process participants (students and teachers) should be based, and using which the student should find his or her place in this process and determine emotional and value attitude to it (V. Lisovyi).

We understand pedagogical conditions as a complex of factors, which optimize educational process in order to achieve the set objectives at the interaction of principles and methods. Philosophical pedagogical and psychological studies compile theoretical theses and practical experience, which is the basis for substantiating pedagogical conditions of the process of formation of methodological culture of a future music teacher on the principles of a hermeneutic approach.

***The paper aims*** to substantiate pedagogical conditions of the process of formation of methodological culture of a future music teacher on the principles of a hermeneutic approach.

***The methodology of the study*** is based on general theoretical and methodological principles of philosophy, psychology and pedagogy regarding the methodological culture of a future music teacher and, in particular, regarding the pedagogical conditions for formation of methodological culture of a future music teacher on the principles of a hermeneutic approach. Methods of theoretical and empirical studies (analysis of academic literature, synthesis, systematization, generalization) were used to accomplish the set goal.

***Results and their discussion.*** We have analyzed academic literature on the issue of research, development of a structure and criteria of methodological training of a future music teacher. The following are to be noted among the works analyzed.

In her research, I. Bondaruk substantiates a *complex of pedagogical conditions*, which can optimize methodological training of students in the course of pedagogical practice: provision of methodological direction of teaching of professional disciplines; formation of positive motivation among students for conducting methodological and practical activities; actualization of theoretical knowledge of students on the methods of conducting musical and educational work with their own students in the course of pedagogical practice; formation of students with an adequate self-assessment of their methodological preparation; promotion of independence and creativity among students in the

period of pedagogical practice; use of various forms and methods of work of practice supervisors on the basis of an individual and differentiated approach to students [1, p.11].

I. Kniazheva defines methodological culture of a future teacher as a new personality phenomenon, as culture is considered in the context of its own development, in the course of acquiring life and professional experience, through reflection, due to the knowledge, obtained in the process of professional and pedagogical training, which becomes personal acquisition only when it passes through affective-value filters of personality [3, p. 2]. In her study of the formation process of methodological culture of future teachers of pedagogical disciplines in major “Pre-school education”, I. Kniazheva [4, p. 29] substantiates the following *pedagogical conditions*: provision of Master students with studying autonomy, implementation of the additionality principle as a methodological ground for complementarity of innovative and traditional forms of organization, methods and tools of Master’s training; ensuring the possibility for future teachers to emerge into methodological activity, directed at mastering the experience necessary for analysis, selection and creation of methodological products.

O. Zubkov notes that methodological culture can serve as an indicator of efficiency of a teacher’s work and interprets it as the highest form of activeness and creative independence, as an incentive and condition for improvement of educational process, as a prerequisite for emergence of new methodological ideas and ways for solving them [9, p.11]. We agree with the opinion of the scholar, as we interpret methodological culture of a future music teacher as a constituent of his or her professional culture, which includes the expedient use of methods, techniques and teaching aids, self-development, awareness of the latest technologies of learning, creative activity, and it is one of social and professional characteristics of a teacher and covers those manifestations of the spiritual image, which in practical implementation ensure successful fulfillment of various aspects of professional activities.

Having analyzed the works of scholars on the issues of formation of methodological culture of a teacher, we determined *pedagogical conditions* for the formation process of methodological culture of a future music teacher on the grounds of hermeneutic approach.

*The first pedagogical condition* is shaping the outlook and moral traits of a personality through understanding the specifics of a teacher’s methodological activity. In a personality-oriented model of education, a key principle of education is the principle of value orientation, implementation of which implies engagement of a personality into interaction with the outside world and contributes to the formation of value attitudes towards this world from the standpoint of modern culture. The main way of spiritual upbringing of a person should be involvement of him or her into the world of culture, science and art,

which is based only on a rational basis and can reveal to each student the greatness of cognitive and labour activities of a person, incomparable sense of mental personality, engagement with other people; exclusiveness and uniqueness of each person can become the basis for creative self-realization and self-education of a growing individual.

We determine ensuring of a subject-subject interaction between teachers and students for implementation of their knowledge in practice as *the second pedagogical condition*. Subject-subject relations are characterized as “interpersonal pedagogical interaction that implements the basic need of a child in involving them into society and society's culture on the basis of equal partnership with a teacher, and characterizes readiness of subjects of education for mutual understanding and mutual respect in the process of communication and work” [5, p. 883]. In view of this, it can be concluded that the pedagogical interaction of a teacher and a student in the educational process is an important condition in the process of identifying each participant of this process as a subject of their own self-development, self-regulation and self-realization, which, on the one hand, allows organizing successful educational activity, implementing the obtained knowledge in the practical activity of students, and on the other hand, it ensures the professional growth of a personality of a future music teacher.

*The third pedagogical condition* is implementing innovative forms and methods of work, facilitating the development of artistic activity and shaping the creativity of an individual, into the educational process. Implementation of innovative technologies in the educational process of higher education institutions is a natural and necessary condition for optimization of educational process, departure from standard forms and methods of work, aspiration to movement in accordance with modern trends of society development. According to O. Bordiuk, implementation of innovative technologies is a process of search, which is closely related to development of non-traditional forms, methods and learning tools based on the benefits of information and communication technologies. It differs in the multifacetedness of theoretical views and experience of implementing pedagogical innovations [2, pp. 42-43]. We can attribute the following to innovative methods of work: involvement of students to work in a scorewriter, music-making on an electronic instrument, use of multimedia projects. Among the innovative forms of work, *inverted learning* (students outside the classroom review the relevant study materials that will be considered in the next class, study the theoretical material independently, and make discussions and practical tasks in the classroom) should be noted, as well as such interactive forms of work as “round table”, trainings, “brainstorming”, group discussions, method of projects. Using the above-mentioned methods and forms of work for the training of a future music teacher will not only diversify the educational material, but will also help

approach the teaching process creatively and contribute to the formation of such personality traits as mobility, creativity, ingenuity among students.

*The fourth pedagogical condition* is the orientation on self-evaluation and self-development of students through awareness of the sense of their future professional activity. Analysis of psychological and pedagogical sources (I. Bekh, S. Zanaiuk, O. Stoliarenko, N. Tokar) [8, p. 245] allows to conclude that it is the formation of the students' direction at self-development through stimulation of motivation and awakening of interest that enables a future teacher to refer to deep inner processes, namely: *self-cognition* as an experience of wonder with the wealth of their own inner world, comprehension of deep interconnections between deeds and experiences, studying the body language (psychosomatic processes); *self-change* as the ability to change own behavioral models, formation of emotional culture, self-evaluation and comprehension of mistakes as a priceless experience, designing the future through changing the present; *self-realization* as perception of the surrounding world, which gives a possibility to form own reality creatively, influence events, deeper understand themselves and others.

**Conclusions.** The results of our study allow us to make the following conclusions: the formation of methodological culture is ensured through the purposeful implementation of a complex of pedagogical conditions, determined on the basis of studying the formation of methodological culture levels of a student, in the process of training a future music teacher; organizing pedagogical conditions for the formation of methodological culture on the basis of the hermeneutic approach provides realization of values and senses of the culture of future teachers and, as a result, the ability to choose the purpose and means of activity correctly and being aware of them, creatively operate the obtained results of cognitive search, critically evaluate own achievements, realize the need for interaction with other subjects on the basis of dialogue and cooperation.

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