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THE ESSENCE OF THE METHODOLOGICAL CULTURE OF FUTURE TEACHERS OF MUSICAL ART

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Abstract. *The article substantiates the relevance of the study of the issue of culture relevant education, in particular of future teachers of musical art, the formation of a methodological culture in them. The data on the theoretical basis for the study of this issue are presented. On the basis of the analysis of the concepts «culture», «pedagogical culture», «professional and pedagogical culture», «methodological culture», the essence of the phenomenon «methodological culture of future teachers of musical art» is determined and its role in the process of their professional training in the conditions of the institution of higher education has been proved to be implemented professional activity.*

Keywords: *culture, teacher of musical art, methodological culture, professional training, institution of higher education.*

The progressive development of the society, the processes which are taking place in the political, economic, and spiritual life of the country, prompts a new look at the educational problems, actualize the need for high-quality training of highly skilled professionals capable of self-realization and functioning in the new socio-economic conditions, which combine high level of education, professionalism and culture. That is why, in accordance with the concept of continuous culture-relevant education, «education through all life» it is interpreted as a continuous flexible, multisectoral process of personal formation and development of a person in a «society of education», a key role in which belongs to educational institutions. This is emphasized in the Laws of Ukraine «On Education», «On Higher Education», the National Strategy for the Development of Education of Ukraine for the period up to 2021, the Concept for the Implementation of the State Policy in the Reform of General Secondary Education «New Ukrainian School» for the period up to 2029 and other state normative documents. A special place in solving this problem is the training of future teachers of musical art, the formation of methodological culture in them.

School education is considered as a basic educational element, a significant factor in the formation of a humanistic person with established new guidelines and values, the one who has the taste for learning, the acquaintance with works of art, who is ready for self-realization and self-improvement in the conditions

of dynamic changes taking place in the social environment. It is at the center of attention of international organizations such as the UNESCO Education Commission in the 21st Century, the Council for Cultural Cooperation «Secondary Education for Europe», etc., which emphasize the role of school education in the development of the individual and the society as a whole and the need for training a teacher, who is ready for a professional activity, a dialogue with a pupil in terms of «dialogue of cultures». The training of such a specialist, which will be not only a source of information, but also a leader in the world of cultural world achievements, including musical art, an assistant and partner in their comprehension and appropriation, is the key task of modernizing education. That is why the higher pedagogical education plays a special role today, and in its structure - methodological preparation, which directly provides the professional orientation of studying in the institution of higher education, the essential result of which and the condition of the effectiveness of the professional activity of the future teacher, in particular of musical art, is its methodical culture.

Different aspects of culture-relevant education have been the subject of research by V. Bondar, F. Honobolin, J. Carter, T. Koycheva, N. Kuzmina, O. Moroz, K. U. Petterson, L. Rate, S. Sysoieva, V. Slastionina, L. Khomych and others. V. Andrushchenko, A. Asmolov, R. Berne, A. Bogush, M. Kagan, B. Likhachev, N. Khaan, O. Shevniuk and others defined the peculiarities of self-determination of the teacher in culture in the process of his professional formation. A number of studies are devoted to the study of the nature and specifics of the teacher's pedagogical activity (V. Galuzynsky, N. Huzii, I. Ziaziun, M. Yevtukh, E. Karpov, N. Kichuk, V. Lugovyi, O. Savchenko, etc.), in particular of teachers of music (E. Abdulin, V. Orlov, O. Oleksiuk, A. Kozyr, A. Lynenko, H. Padalka, A. Rostovskyi, A. Rudnytska, O. Shcholokova, etc.). The study of the phenomenology of the pedagogical culture of teachers of different specialties is revealed in the works of H. Bogomolova, A. Barabanshchykov, I. Bekh, E. Bondarevska, H. Vilenskyi, V. Hryniova, I. Isaiev, I. Kolesnykova, H. Mikhalkina, I. Palshkova, O. Rudnytska, O. Tsiuniak, N. Shekhovska, I. Yakymanska and others.

But the study of scientific literature shows that in spite of significant advances in the study of the methodological sphere in the professional and pedagogical training of future teachers (K. Abramenko, A. Bogush, N. Nykytenko, L. Talanova, S. Tatarintseva, H. Tarasenko, M. Shalunova, V. Sharko, etc.), in particular, teachers of musical art (T. Bodrova, L. Vasylenko, Van Yue, N. Huzii, A. Kozyr, M. Moiseyeva, H. Padalka, E. Pecherska, O. Rebrova, O. Rostovskyi, R. Savchenko, N. Tsiuliupa, O. Shcholokova and others), the problem of the formation of methodological culture of future teachers of musical art is still beyond the attention of researchers.

The purpose of the article is to determine the essence of the methodological culture of future teachers of musical art and to prove its role in the process of their preparation for professional activities.

To prove relevance, to determine the essence of the phenomenon «methodological culture of future teachers of musical art», comparative analysis and generalization of pedagogical scientific and methodical literature on the problems of culture-relevant training of future teachers is used; studying, analyzing and generalizing the experience of educational work of teachers of musical art and teachers of higher education is used to prove its role in the process of their preparation for professional activity in the institution of higher education.

Defining the essence of the concept of «methodological culture of future teachers of musical art» we proceeded from the statement in the contemporary epistemology that every definition should be derived from the terminology system that already exists, rather than artificially introduce to it. In accordance with this and in pursuance of one of the defining formal-logical rules of the definition of concepts, namely the principle of comprehensiveness, which requires the dialectical synthesis of all definitions of a certain definition with the inclusion of a new content, which was not yet in the original definitions, we will present it through the characteristic of the content of phenomena that make up its essential core. These include the following phenomena: «culture», «pedagogical culture», «professional and pedagogical culture», «methodological culture».

The lack of a unified interpretation of the phenomenon of «culture» is due to its complexity, depth, polyfunctionality and multidimensionality. After a thousand-year journey, its content was transformed from the agronomic interpretation adopted in the Hellenic era (the closest synonym here is «cultivation»), the gradual anthropological essence that was introduced by Mark Tullius Cicero («the treatment of the soul»), continued Xenophon, Socrates, Plato, and later F. Bacon, T. Hobbes, D. Diderot, B. Spinoza, S. Puffendorf and others (as a process and the result of the improvement of a person and the environment), G. Hegel, J. G. Herder, E. Durkheim, I. Kant, H. Skovoroda, A. Schopenhauer and others developed it onto the new philosophical basis (as a supernatural product of a person, and at the same time, the factor of his personal formation). Today, there are several hundred definitions of this macro-concept, the originality of which is caused by its inter-science, the spectrum of theoretical and methodological approaches, which are chosen as determinative. Among them, the following are the dominant ones: informational and semiotic (Yu. Lotman, H.-G. Hadamer, E. Cassirer, Ye. White, B. Uspenskiy, Ya. Shchepanskiy, etc.), activity (L. Kohan, E. Markarian, etc.), personal (L. Kruhlov, D. Markush, etc.), axiological (V. Blumkin, O. Drobnitskiy, H. Rickert, M. Rozov, V. Tuharinov, etc.), synergetic (S. Kapitsa,

S. Kurdiunov, H. H. Malynetskyi, S. Horuzhyi and others), systematic (Ye. Husynskyi, M. Kahan, M. Mead, T. Parsons, etc.). It is the systemic definition of culture as «the unified integrity of the means and products of human activity, in which its activity is realized and which promotes its self-improvement, satisfaction and increase of needs, harmonization of relations between man and society, man and nature, society and nature» [4, p. 138] is considered to be the source for our study.

Traditionally, these types of cultures are encompassing the material and spiritual spheres of public life: economic, aesthetic, ecological, political, pedagogical, etc. We will dwell on the characteristics of the latter. The following aspects of the study of pedagogical culture are distinguished:

- scientific and pedagogical (part of the universal and national culture, the content of which is the world pedagogical experience as a sphere of pedagogical values, including pedagogical thinking, pedagogical consciousness of society and cultural models of practical pedagogical activity);
- professional and pedagogical, according to which the pedagogical culture contains requirements for professional activity, regularities of cultural identification of a teacher, culture-relevant methods, technologies, pedagogical systems, etc. ;
- socio-pedagogical (pedagogical culture is investigated as a social sphere of society and is considered as a way of preservation and transfer of social and pedagogical experience of a mankind);
- Individually personal (pedagogical culture is defined as the manifestation of the essential characteristics of the personality of subjects of the pedagogical process, integrating their qualities, professional skills, pedagogical position, behavior and individual achievements) [2, pp. 37-39].

I. Palshkova based on practice-oriented approach and it gave her the opportunity to define pedagogical culture as «a collection of artificial by nature, human by birth, social by purpose, diverse in form and manner of implementation, objectified in the person the practice of education and upbringing, in which the way of imitation and preservation of human experience in the production, use and evaluation in the conditions of social interaction of cultural objects is reproduced» [9, pp. 183-184].

We agree with the position of V. Benin that pedagogical culture is a part of the general culture of society and a certain personality. This generic and specific subordination was continued in the study of V. Hryniova, which proved that «pedagogical culture is an intellectualized spiritual culture, fulfills the function of its specific design in the sphere of pedagogical activity and is genetically related to the spiritual and professional culture» [3, p. 23].

The most significant features of professional and pedagogical culture are singled out in the studies of I. Isaiev, T. Sydorenko, V. Slaktionin, I. Palshkova, Ye. Shyianov, where it is considered as a projection of the general, pedagogical

culture of society in the sphere of professional activity and personality of a teacher, the index of the formation of various the types of his personal culture, the condition and the result of effective pedagogical activity, «the system of universal human ideas, professional and valuable orientations and personality traits, universal methods of cognition and humanistic technologies of pedagogical activity» [5, p. 45].

The analysis of scientific researches allows us to consider methodological culture as a sphere of pedagogical and one of the types of professional and pedagogical culture, characterized by a set of goals, traditions, styles, rules, and contains established patterns of pedagogical activity. Thus, I. Isaiev proposed the classification of types of professional and pedagogical culture, which defines methodological culture as a constituent of the educational component, which, in its turn, belongs to its functional component [5].

I. I. Novik and Yu. Pasov, who distinguish in it the creative, practical, personal and cognitive components and specify as a subjective aspect of professional activity, expressing in the teacher's ability to reflect the experience of methodological science, begins to find its methodological culture of a teacher. In his pedagogical activity, to seek a measure between his own needs, knowledge, experience and the state of development of a particular educational subject. However, according to I. Kniazheva, methodological culture «does not amount to description of practices, activities, methods, but is a complex symbolic reality, which in the functional dimension acts as a mechanism for their development. As a necessary aspect of pedagogical activity, pedagogical experience with the creation of socio-cultural conditions for the reproduction of their methodological component, methodological culture becomes an independent reality. There are purely methodological disciplines in which this reality is realized, described, reproduced in accordance with new social needs» [7, pp. 100-101].

The methodological culture of the future teacher of elementary school (I. Artemieva, T. Berezhna, A. Karachevtseva, N. Nikula) and methodological culture of future teachers of high school of different specialties (I. Kniazheva, L. Plekhanova, Yu. V. Podpovetna) were thoroughly studied. Here are some of the definitions suggested in these studies.

Thus N. Nikula understands the methodological culture of the teacher of elementary classes as an integrative personal quality represented by «a set of motives, values, competences, abilities to use optimally the various methods and means of teaching in the multifunctional environment of the elementary school based on reflexive actions and which provide a high level of professional of activity» [8, p. 481].

In the study of A. Karachevtseva methodological culture appears as a systemic characteristic of the intrinsic qualities of the personality of the future teacher, methodological activity and thinking, the process of movement of the future

teacher to self-determination in a methodological existence with subsequent self-development and self-improvement. It acts as an indicator of the formation of the ability to transform psychological, pedagogical and subject knowledge into methodological activity [6, p. 18].

I. Artemieva considers the methodological culture of the future teacher of elementary school as an integrative characteristic of his general and professional culture, which allows in the process of teaching the subjects to fully realize the cognitive, educational and developmental possibilities of learning, as well as to actively participate in the innovative activity of the educational institution [1, p. 4]. The integration of methodological culture as a personal quality of the future teacher is also emphasized in the research of T. Berezhna, but the emphasis there is on its innovative component.

Yu. V. Podpovetna, and following her L. Plekhanova specify methodological culture as a socio-professional characteristic of the teacher, which reflects in his dialectical unity his professional self-consciousness, creative thinking, scientific and methodological skills and provides a high theoretical level of pedagogical activity of the future teacher, scientific comprehension of pedagogical means, which are used as a result of educational activity of students [10].

In the study of I. Kniazheva methodological culture of the future teacher is characterized as «complex personality formation, manifested in the appropriation and reproduction of established traditions, values of teaching students in higher education institutions in the content and ways of organizing their own pedagogical activities, adequate to the nature of pedagogical disciplines as a part of humanitarian knowledge» [7, p. 107].

Thus, along with the specific features presented in the analyzed researches, caused by the choice of each of the scholarly aspects of the phenomenon «methodological culture of a teacher», one can distinguish the following invariant components: understanding of it as a form of a professional and pedagogical culture, a personality formation that is formed and developed, is manifested in professional and pedagogical activities, directed by specific tasks, content, forms and methods of study in accordance with a particular profession. The methodological culture of future teachers of musical art is defined as a holistic integrative entity that manifests itself in finding the meaning of existing methodological and pedagogical values of musical and pedagogical reality, the ability to create new products of methodological activity, and to build on this basis its personal meaning.

Consequently, methodological culture contributes to the solution of the difficult task of shifting the emphasis in the professional activity of the teacher of musical art on the transition of certain information to the student on the organization of his activity, the reintegration of the content of education from the impersonal generalized form to the personal one, aimed at developing the need for communication with music, the ability to feel its beauty .

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