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THE STRUCTURE OF THE READINESS OF FUTURE TEACHERS OF MUSIC ART TOWARDS CREATION OF MUSICAL-AESTHETIC SPACE OF A COMPREHENSIVE SCHOOL

Abstract. The article deals with the genesis of the concept of "readiness". The approaches of different scholars to the definition of the essence of the concept of "readiness" are proposed. Definition of the notion of readiness, presented in scientific studies, indicates a wide ramification of approaches to the understanding of its content. Readiness is determined by scientists as a holistic sustainable personality education, integral multilevel dynamic personal formation, integrative quality of the individual, a holistic system of stable, integrative personal

entities. The personal and procedural components of readiness for professional activity are analyzed. Particular attention is paid to the disclosure of the essence of readiness for pedagogical activity and the readiness of future teachers of musical art to create the musical and aesthetic space of a comprehensive school. Components of readiness for pedagogical activity are solved from the standpoint of personal and functional approaches. The structure of readiness of future teachers of musical art for creation of musical-aesthetic space of a comprehensive school is offered: motivational-value, cognitive-informational, person-reflexive, activity components.

Keywords: readiness, future teachers of music, musical and aesthetic space, professional-pedagogical activity.

Statement of the problem. The democratization of society taking place in Ukraine determines the actualization of tasks related to a radical rethinking of the educational process at school. Personality-oriented paradigm of education is designed to outline new values of the educational process. The professional activity of a teacher should maximally contribute to the disclosure of the potential of each child, its preparation for self-development, self-determination and self-realization. Creating a musical and aesthetic space of a secondary school is the key to solving many problems related to raising the culture of the younger generation. At the same time, modern research on the state of professional training of future music teachers shows the unwillingness of students to solve the problems of creating a musical and aesthetic space of secondary school.

The social conditionality of the problem of forming a professionally competent type of teacher's personality, assessment of his professional level as an important prerequisite for ensuring effective solutions to aesthetic education of children and youth, development of professionally and socially significant personal characteristics of a modern school teacher. concept as readiness.

Analysis of recent research and publications. Well-known scientists O. Abdulina, A. Alekseyuk, J. Bolyubash, V. Bondar, B. Gershunsky, S. Goncharenko, K. Durai-Novakova, V. Evdokimov, M. Yevtukh, I. Zyazyun, Z. Levchuk, O. Mishchenko, V. Slastyonin, V. Shcherbina and others. Problems of professional training of music teachers and modern theories of art and music - pedagogical education are considered in the works of O. Olekseyuk, L. Masol, G. Padalka, O. Rostovsky, O. Rudnytska, O. Shcholokova, etc .; methodological aspects of training future music teachers are highlighted in the studies of L. Archazhnikova, A. Kozyr, V. Mutsmacher, E. Abdullin, O. Archazhnikov, N. Baklanov, N. Guziy, N. Guralnik, S. Sysoeva, D. Yunik, V. Shatskaya and others.

The purpose of the article: to analyze the approaches of scientists to determine the essence and content of the concept of "readiness for professional and

pedagogical activities" and to propose structural components of readiness of future music teachers to create a musical and aesthetic environment of secondary school.

Presentation of the main material of the research. Definitions of the concept of readiness presented in scientific research indicate a wide range of approaches to understanding its content. Readiness is defined by scientists as a holistic stable personality formation (I. Vuzhina, A. Linenko, G. Trotsky), integral multilevel dynamic personality formation (S. Litvinenko), integrative personality quality (I. Gavrik), integral system of stable integrative personality formations (T Zharovtseva) [2; 6; 8; 10]. One group of scientists (L. Kondrashova, G. Trotsko) in determining the essence of readiness focuses not only on professional knowledge, skills, abilities, but also on certain personal qualities that ensure the successful performance of professional functions. Other authors emphasize the potential for readiness to ensure mobilization for inclusion in professional activities (A. Linenko), internal conditions for successful professional self-development (O. Pekhota, G. Trotsko). In the author's definitions, readiness acts as a result of professional and pedagogical training (S. Litvinenko), a condition and a regulator of successful professional activity (I. Gavryk). However, despite the differences in the interpretation of this concept, the main characteristics of readiness for pedagogical activity T. Sadova calls: integrity, stability, integrativeness, dynamism, multicomponent nature of this formation. V. Krutetsky and other researchers emphasize in their works that the defining feature of readiness is the synthesis of personality qualities that determine its suitability for work.

K. Durai - Novakova, M. Dyachenko, L. Kandibovich. V. Slastyonin considers readiness as the primary and fundamental condition for the successful implementation of any activity, as the degree of mobilization of internal human resources in order to most effectively solve certain problems. Researchers emphasize the need to combine professionally important personality traits and mood for future activities in order to increase the level of readiness of future professionals.

The state of development of the problem indicates that the concept of "readiness" is mainly considered as:

- the result of special training, the result of activities;
- a prerequisite for professional activity that ensures its effectiveness, performs a regulatory function, is sustainable;
- integrated personal education that provides the necessary internal conditions for successful implementation of activities;
- subjective, active state of the individual, which encourages activities aimed at its implementation.

Thus, the concept of "readiness" is seen as an integrative, professionally significant quality of the teacher's personality, which is a system of interconnected structural components that contain personal (professional motives and interests) and

procedural (professional knowledge and skills) components.

Analysis of research on the problem of readiness of future teachers for professional activities, allows us to talk about the structural structure and multilevel nature of this phenomenon. M. Dyachenko, L. Kandybovych, considering the readiness for professional activity as a personal quality and integral expression of all substructures of personality, note that it is a stable unity of the following components: motivational (positive attitude to the profession, interest in it and other stable professional motives); orientation (knowledge and ideas about the features and conditions of professional activity, its requirements for the individual); operational (possession of methods and techniques of professional activity, the necessary knowledge, skills, abilities, processes of analysis, synthesis, comparison, generalization); volitional (self-control, ability to manage the actions that make up the performance of duties); evaluation (self-assessment of one's own professional training and compliance of the process of solving professional tasks with optimal labor samples). Sufficient level of formation of these components, their integral unity - an indicator of professional readiness of the future specialist to work, his activity, independence, creativity [4].

V. Slastyonin in the professional readiness of a teacher for educational work distinguishes two interrelated components: motivational-value (personal) and executive (procedural).

K. Durai-Novakova considers the main components of professional readiness for pedagogical activity to be motivational, orientation-cognitive-evaluation, emotional-volitional, operational-action, instructional-behavioral. She also notes that the level of formation of pedagogical readiness of students increases significantly if you use a specially modeled system of vocational training and education [5].

The definition of the essence of readiness for pedagogical activity and its component composition is influenced by the peculiarities of the subject of research, different contexts of the problem, methodological principles and the author's concept of research. At the same time, different interpretations of this concept and its structure do not exclude, but expand and deepen the understanding of the phenomenon under study. Thus, the motivational-target component is singled out by most scholars and consists of professional guidelines, a positive attitude to the profession, interest in it, strong intentions to devote themselves to teaching. Scientists I. Vuzhyna, O. Infantry pay attention to the content and operational components characterized by a system of professional knowledge, skills and abilities, pedagogical thinking, professional direction of attention, perception, memory, actions and operations necessary for successful professional and pedagogical activities. .

L. Kondrashova, G.Trotsky is singled out as a component of the orientation component of readiness for professional activity, the content of which consists of

value-professional orientations, which are based on principles, views, beliefs. The obligatory component of readiness for professional and pedagogical activity is defined by scientists as evaluation or evaluation-regulatory (I. Vuzhina), evaluation-effective (I. Gavrik) component, which includes self-assessment of one's professional readiness and conformity of the process of solving professional tasks to optimal pedagogical samples. . According to the specifics of the subject of the study, the authors include some other components in the structure of readiness: emotional-volitional, psychophysiological (L. Kondrashova, G. Trotsky), integration (O. Infantry), creative (S. Litvinenko), etc. [10; 2; 8;].

Thus, the main components of readiness for teaching are:

- content-operational (system of professional knowledge, skills and abilities, pedagogical thinking, professional direction of attention, perception and memory),
- motivational-target (positive attitude and interest in the profession, desire to devote themselves to teaching),
- assessment (self-assessment of one's own professional training),
- value-oriented (understanding of professional values and ethical norms, spirituality, social activity and professional responsibility)
- communicative-informational (communicative competence; formation of communicative skills; development of information culture; use of the latest information technologies in professional pedagogical activity) [].

O. Gorbenko, researching the problem of professional instrumental and performing competence of the future teacher of music art, determines the following components of students' readiness to carry out pedagogical activities with the orchestral ensemble:

- motivational and cognitive component, the content of which is the professional orientation of future teachers of music, interest in ways to solve professional problems, the desire to unite the team around solving problems of music and aesthetic education; awareness of the role and capabilities of the leader in the organization of collective creative activity of students;
- cognitive-operational component, which reflects the professional knowledge of future professionals. It is characterized by the presence of knowledge about the leadership of the orchestra.
- creative and activity component, which contains individual psychological qualities and psychological and pedagogical abilities of students as future leaders of the musical group; ability to use forms and methods of rehearsal work in a specific situation.
- emotional and volitional component, characterized by the ability of future music teachers to create a positive atmosphere, emotionally influence the audience, control their own emotional feelings (endurance, concentration and distribution of attention in the process of musical and creative work), have methods and techniques

of interpersonal communication [3] .

The researcher notes that the indicators of students' readiness to work with the orchestral ensemble are the focus on musical and pedagogical activities, operating psychological and pedagogical and professional knowledge in the process of rehearsals, awareness of the specifics of the leader and conductor, ability to solve organizational and creative tasks.

The main indicators of creative readiness of a music teacher are: research readiness (search activity, curiosity), innovative readiness (search and finding a new and effective solution), creative readiness (necessary potential, ability to wonder and learn new, deeply aware of experience, focus on discovery new).

In the structure of creative readiness of the individual S.Yalanska singles out the following qualities: ability to be creative, problem-solving, ingenuity, flexibility and critical thinking, intuition, originality and self-confidence; ability to set and solve non-standard tasks, ability to analyze, synthesize and combine, to transfer experience, prediction, etc .; emotional and figurative qualities, inspiration, emotional uplift in creative situations; associativity, imagination, sense of novelty, sensitivity to contradictions, ability to empathize (empathy); insight, the ability to see the familiar in the unfamiliar; readiness to overcome stereotypes. In addition, according to the scientist, the following personality traits are necessary: enthusiasm for their work and its tasks; diligence - the ability to long-term focused work; discipline; ability to criticize and self-criticize; ability to find common ground with others [11].

O. Volobueva, using the definitions of competence available in the scientific literature, interprets the readiness of a music teacher to pedagogical activity as a synthesis, ie the interdependent unity of professional knowledge and pedagogical skills implemented in the process of pedagogical work. The teacher, solving many educational tasks, implements non-standard approaches in his work, mediated by the peculiarities of subject-subject interaction. In view of this, the professional growth of a teacher directly depends on erudition in the field of creative psychology and innovative pedagogy, the ability to mobilize and update knowledge in a situation of uncertainty to make creative decisions in difficult pedagogical processes. determines creative erudition (theoretical, pedagogical, organizational, methodological, technological knowledge); creative skills (research, communication, organizational, technological skills); creative readiness (empathy, reflexivity, insight, creativity, communication, focus on creativity, improvisation) [1].

Designing a theoretical model of readiness within our pedagogical research, we relied on existing experience in this field (S. Sysoeva, G. Padalka, Y. Ochakovskaya, L. Masol. Yes, I.Nemykina, revealing the conditions of creation and the main characteristics of the model of readiness of a music teacher for professional activities, points out that, from an epistemological point of view, the

formation of readiness involves solving a threefold task:

- 1) study of the object system, and its main characteristics reproduced in the model;
- 2) the study of a set of reflected or reproduced characteristics, resulting in new knowledge about individual elements of the system, and often the system as a whole;
- 3) transfer of knowledge gained during modeling in the practice of professional activity [9, p. 66].

Thus, according to I. Nemykina, knowledge about the original system is enriched, deepened and expanded, and in the future can be used in practice.

Analysis of theoretical sources to determine the components of readiness for professional and pedagogical activities of future music teachers and the existing practice of training students of pedagogical university allowed us to identify the following components of readiness of future music teachers to create musical and aesthetic environment: motivational, cognitive and informational. personal-reflexive, activity. Components of the content of motivational and value component are: awareness of the importance of aesthetic education and secondary school, the need for creative activities, focus on creating conditions for self-development, self-realization of children in art, awareness of the importance of music in education, readiness to use modern methods and technologies of music education and upbringing. Cognitive-informational component involves knowledge of patterns, principles of aesthetic education, the basics of psychology of creative and artistic activities; knowledge of the essence and specifics of the professional activity of a music teacher; knowledge of modern models of creating musical and aesthetic space; knowledge of personality-oriented technologies of teaching and education in music pedagogy; musical and pedagogical erudition, knowledge of organizational forms and activities, methods and technologies of musical education and upbringing, ability to analyze, evaluate and implement pedagogical innovations, knowledge of methods of organizing various types of musical and creative activities.

The personal-reflexive component presupposes the presence of the future music teacher's ability to self-analysis and self-assessment of one's own pedagogical activity, responsibility, ability to empathize, sense of harmony, aesthetic taste. The content of the activity component is represented by the skills of choosing and appropriate combination of musical-performing and creative forms of work, skills of planning and implementation of various types of musical-creative activities according to the laws of emotional drama, skills of creating emotionally exciting atmosphere, communication and organizational model the educational process in the art of music, improvisational skills, skills of musical creativity).

Summarizing the above, the special features of musical aesthetic space as a component of cultural and educational space secondary school is:

- socio-cultural conditionality, anthropological orientation;
- significant educational and upbringing potential;
- focus on providing children and youth with aesthetic pleasure, related to musical creativity;
- the possibility of synthesized influence on the intellectual and worldview, emotional-volitional, need-motivational, activity-behavioral spheres personality of the student, determining his individual creative development;
- use of the latest music technologies;
- subjective relations of the teacher and pupils, their creative interaction;
- the possibility and at the same time the need to implement copyright methodological developments that stimulate teachers to self-development and self improvement.

Thus, we can say that the educational potential of music aesthetic space is able to ensure the formation of the child's personality, which is characterized by artistic, aesthetic and social activity. This trend reflects the fundamental transformations in socio-cultural development society as a whole. Thus, the educational functions of musical aesthetic space of secondary school is: activation of the spiritual and creative potential of the child's personality; compensation for the shortcomings of its manifestation in other spheres of life; education of aesthetic attitude to music; creating a positive emotional learning background. Professional training of future teachers of music art has to provide for the acquisition of skills of organization of this purposeful space use of its resources in the implementation of musical tasks aesthetic education of students. Willingness to create this space, intensification of interaction of the future teacher of musical art with this space requires conscious, intellectual and emotional efforts, directly influencing his professional development. So this process should be considered as educational, relevant to professional training of future teachers of music art.

Cognitive criterion of formation of readiness of the future teacher musical art to the organization of musical and aesthetic space of institutions general secondary education is a kind of information "field" that reflects a set of knowledge about concepts, patterns, principles aesthetic education of students, allows to determine the attitude of the teacher to pedagogical reality, the educational system of the school and the functions of the teacher as the core this system. Indicators of cognitive criterion reveal opportunities students' variable choice of their own position on the acquired new knowledge, new goals, values and personal meanings, determine the ability of those who learns, to pedagogical search, allow to solve difficult professional tasks, performing a guiding function in the formation knowledge base of readiness.

Motivational and value criterion of readiness formation future teacher of music art to the organization of music aesthetic space of general secondary education is

considered us as a set of professional personal meanings and goals that determine the features of the future teacher as a subject professional choice. His professional focus on organization musical and aesthetic space of the school is a dynamic procedural component of professional training, characteristics of professional change, professional growth of both motivational and activity opportunities.

Personality-reflexive criterion is determined by character interaction of different types of reflection, ensuring the unity of the student's opinions about his own activities and real practice. Therefore of great importance acquires the competence of a teacher, a high level of professional development significant personal qualities, such as independence and non-standard thinking, creativity, sociability, empathy, organizational abilities that provide a high level of professional performance responsibilities of a music teacher (content of teaching, dynamics of emotions and feelings of future teachers in relation to the profession, the implementation of tasks musical and aesthetic education of students). An essential property personal-reflexive attitude to the tasks of the organization of musical aesthetic space of general secondary education is unity intellectual, volitional and reflective professional activity of the teacher.

Conclusions. Activity criterion of readiness of the future music teacher art to the organization of musical and aesthetic space of general education school reflects an active manifestation of innovation in music and pedagogy activities, the ability to apply innovative forms and methods of teaching educational process, to engage in self-design of their own activities in accordance with a synergistic approach. Activity criterion characterizes the free operation of the teacher with musical material, a manifestation of its organizational abilities in individual, group, collective musical and pedagogical activities, the ability to determine the optimal forms and methods of musical aesthetic activities in accordance with age and individual opportunities for students in the perception of music.

Criteria and indicators of readiness of future teachers are defined musical art to the organization of musical and aesthetic space of institutions general secondary education provide an opportunity to identify the level of capacity students of the Pedagogical University to carry out professional music creative activity in the conditions of general educational institution, to provide integrity and creative orientation of the educational process. Monitoring the formation of readiness of future music teachers art to the organization of musical and aesthetic space of general institutions secondary education will create an effective method of formation of the above quality, which will ensure a high level of performance teaching professional responsibilities.

The analysis of psychological and pedagogical literature gives the right to draw a conclusion about the degree of development of the problem of readiness of the future teacher of music to pedagogical activity. Training a music teacher to create a

musical and aesthetic environment of the institution ensures the effectiveness of solving problems of aesthetic education in secondary school, helps students gain understanding of different ways of becoming a student and methods of forming musical and aesthetic culture of students.

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