

# Formation of a Developmental Environment of Professional Training of Future Music Teachers in the Ukrainian Educational Space

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**Abstract:** The article proves that the problem of creating of a developmental environment in the course of professional training of future music teachers is now becoming a particularly acute issue and is becoming an important area of scientific and pedagogical research. The article aims to theoretically substantiate, develop in the form of a model, implement and experimentally verify pedagogical conditions for the formation of a developmental environment for the professional training of future music teachers at music and pedagogical faculties. The aim of the article was achieved by using the following research methods: pedagogical observation, questionnaires, conversations with students and teachers, psychological and pedagogical methods for analysing the style of pedagogical activity and communication between teachers and students. The effectiveness of the formation of a developmental environment for the professional training of future music teachers increased under the following conditions: ensuring the facilitative nature of interpersonal interaction in the system "teacher – music – student", organizing the professional training process for future music teachers based on developmental teaching; actualization of the developmental potential of special music disciplines; activation of students' independent work; formation of a creative, psychologically comfortable atmosphere at the faculty. The formative experiment and the results of the pedagogical diagnostics have proved the validity of the developed model for changing educational conditions and the prevailing high level of creative independence and professional readiness of future music teachers in the experimental group.

**Keywords:** *pedagogical conditions, developmental teaching, facilitation, music disciplines, independent work, interpersonal communication.*

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## Introduction

Dynamic changes in the social and cultural life of Ukraine cause the emergence of a new socio-pedagogical situation. The reproductive model of education, aimed at the reproduction and transmission of socio-historical experience, is replaced by a productive one, which is based on the principles of activating the creative life of the individual in the developmental educational environment.

The creation of such an environment in the course of professional training of future music teachers is becoming a particularly acute issue now. It is becoming an important area of scientific and pedagogical studies. This is due to a change in the artistic and value orientations of young people and a noticeable decrease in the level of general cultural, artistic and aesthetic development of modern society, which requires increased attention to the professional training of a future music teacher as a guardian, guide and creator of culture.

The period of professional training of future music teachers is crucial for their personal development because in the process of learning young people form life positions, musical and aesthetic orientations, develop attitudes towards people, art, pedagogical activities, and music, which further determines the content and direction of their musical and pedagogical action. At the same time, the formation of the personality of future music teachers does not take place in isolation, but in their interaction with the outside world, in particular, the environment of the music pedagogical faculty of the pedagogical university. It affects the formation of the students' personality, their awareness of the meaning of their being, their development as a future specialist and transformation into the subject of their professional formation.

**The purpose of the study** is to theoretically substantiate and experimentally verify the pedagogical conditions for the formation of a developmental environment for the professional training of future music teachers at music and pedagogical faculties of higher pedagogical educational institutions.

## Materials & methods

Pedagogical diagnostics of the condition and qualitative characteristics of the educational environment at the music and pedagogical faculties of pedagogical universities took place in the course of an observational experiment, which was carried out based on the Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Zhytomyr Regional

Institute of Postgraduate Pedagogical Education, Chernihiv Shevchenko National Pedagogical University and the South Ukrainian National Pedagogical University named after K. D. Ushynsky. One hundred and six students and ninety-six teachers of these educational institutions took part in the experiment. Both teachers and students who were to participate in the experimental part were chosen using on a continuous sampling, i.e., the factor of staying in one educational institution. It is important to note that teachers and members of the experimental group were informed about the experiment and agreed to participate in it voluntarily. Members of the control groups were partially informed (about pedagogical observation and questionnaires).

The experiment was conducted in three stages, which were aimed at 1) determining the style of pedagogical interaction between teachers and students of the faculty; 2) analysis of the content of professional training of future music teachers to identify its developmental potential; 3) determining the type of training environment for students.

The tasks of the first stage were solved based on such research methods as pedagogical observation, questionnaires, conversations with students and teachers, application of the questionnaire, "Teacher through the eyes of students", as well as psychological and pedagogical methods of analysis of the pedagogical style and communication between teachers and students. The generalization of the results of this stage of the observational experiment led to the conclusion that the leading style of interaction between teachers and students is authoritarian, which is realized in formal-role and distance communication.

To solve the problems of the second stage of the experiment, we analyzed the curricula and programs, the content of textbooks and manuals in various disciplines, and the individual plans and programs of the executive training of students. Particular attention was paid to attending individual musical instrument lessons. On this basis, it was concluded that the content of professional training of future music teachers does not meet the requirements of developmental teaching. This was manifested in the focus of the content of training mainly on the formation of students' standard minimum of theoretical knowledge, skills and abilities and insufficient use of the developmental potential of special music disciplines.

To solve the problems of the third stage of the observational experiment, we adapted a method of vector modulation of the type of educational environment, developed by Yasvin (2000).

The level of professional readiness of future music teachers was determined based on the use of forms and questionnaires to identify

professional orientation, attitude to professional activity and awareness of the social significance of music-pedagogical activity (motivational readiness); educational tests of different levels of complexity to assess the quality of socio-humanitarian, psychological, pedagogical and professional music knowledge (theoretical readiness) and the solution of practical pedagogical, methodological and music educational tasks and problem situations (practical readiness).

Creative independence was diagnosed using the included pedagogical observation, methods of expert assessment, self-assessment and analysis of the products of educational activities and the results of the students' creative activities.

Summarizing the results of the observational experiment, it can be argued that students of music and pedagogical faculties are characterized predominantly by an average level of professional readiness and a low level of creative independence. The deposition of these indicators on the vector model of the type of educational environment has shown that the training environment of future music teachers at music and pedagogical faculties can be considered inert-reproductive. Such an environment, ensuring that students achieve an adequate level of professional readiness, does not prompt them to independent educational and creative activities. Therefore, they acquire only that minimum of knowledge and skills that teachers helped them to form in the process of teaching their disciplines.

Such results are due, in our opinion, to the lack of purposeful activity to motivate students and teachers for self-development, the lack of the introduction of developmental teaching technologies, the lack of the transition from stereotypical reproduction of the standard minimum of ready knowledge, the lack of skills to design and to the lack of the organization of the developmental training environment for future music teachers.

In this regard, we developed a model of forming a developmental environment for the professional training of students of music and pedagogical faculties of higher pedagogical educational institutions. This model was the unity of content, stages, pedagogical conditions and means of organizing educational and extracurricular activities of the future music teacher and aesthetically developed creative personality, who has crucial, qualified and professional competencies in the field of musical and pedagogical education.

A pedagogical model, a special course called "Methodology of forming a developmental educational environment" and methodological recommendations for teachers of musical and pedagogical faculties of

pedagogical universities on the formation of the developmental professional training environment for future music teachers are proposed for the experimental verification.

To verify the effectiveness of the developed model, formative research and experimental work was carried out during 2018-2020.

Its participants were students of the Faculty of Music and Pedagogy of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University and the Faculty of Music and Choreographic Education of the South Ukrainian National Pedagogical University named after K. D. Ushynsky, who formed the experimental (166 respondents) and control (170 respondents) groups, with a total of 336 people.

Since a predominant initial level of professional readiness and creative independence of students in both groups was characterized by approximately the same quantitative and qualitative indicators and corresponded to medium and low (ML), the environment of their professional training in both cases can be defined as inert-reproductive.

The formative experiment was carried out in three consecutive, interdependent stages: stimulating-motivational, educational-developmental, and creative-implementational. Their sequence reflects the logic of the growth of the developmental potential of the educational environment of music and pedagogical faculties from motivating students and teachers to creative self-development in the educational process to forming the readiness of future music teachers for creative professional activity and continuous self-development.

The first one, the stimulating-motivational stage of the experimental verification of the effectiveness of the model, was aimed at creating in students the desire to learn, transforming them into subjects of training and professional growth. This provided for the establishment of democratic relations among participants of pedagogical interaction based on friendly attitudes and enthusiasm for joint creative activity. The best opportunities for this were created at individual lessons in the classroom with a musical instrument, where a teacher acted as a facilitator of the student's dialogue with a work of art in the context of intercultural dialogue and encouraged the student to expand the boundaries set by the program for communicating with music during independent work in the speciality.

The second stage of the experiment was implemented based on introducing developmental educational technologies into the process of the professional training of future music teachers, providing problem-based learning, the use of more complex tasks and tasks that went beyond the

curriculum and gave the learning process an advanced nature; solving pedagogical problems and problem situations that required the transfer of knowledge, skills and habits formed in students to new situations, the use of pedagogical reflection, the flexibility of students' pedagogical thinking, their ability to evaluate themselves, etc. This approach required the identification and updating of the developmental potential of educational disciplines, especially special music disciplines, the content of which is intended to provide not only narrow professional training for future music teachers but also their artistic, aesthetic and general cultural development.

To develop a conscious and active attitude in students to the process and the results of their professional training and turn them into individuals interested in the formation and implementation of a developmental environment, an elective special course, "Methodology of forming a developmental educational environment" was introduced to the content of the variable component of the curriculum. The aim of it was to motivate future music teachers to create a developmental educational environment in an educational institution, equipping them with knowledge about the typology of educational environments and their qualitative characteristics, developing their pedagogical diagnostic skills for types of educational environments and their ability to create a developmental environment in educational institutions of different levels of accreditation.

The next step in the formative experiment was the creative-implementation stage. This stage provided for the intensification and expansion of the areas of extracurricular cultural and artistic activities of students, the attraction of teachers to it, the establishment and strengthening of creative partnerships between them based on enthusiasm for the joint activities and the approval of a personality-oriented pedagogical interaction. Such an environment of professional training is diagnosed primarily based on the prevailing creative, psychologically comfortable atmosphere that can be observed and felt, as well as using methods of expert assessments, conversations, questionnaires, interviews, and analysis of the results of educational and extracurricular creative activities of students (academic concerts, thematic concerts, lecture concerts, music lounges, creative evenings, skits, etc.).

## Literature Review

Domestic and foreign scholars in the field of pedagogy and psychology have devoted their works to the study of various aspects of the developmental environment of professional training of future teachers. In particular, the role of the developmental educational environment in the

holistic pedagogical process is covered in the publications of Manuilov (2003), Moliako (1989), Slobodchikov (2000).

Such scholars as Bondarevskaia (1995), Gerasymova et al. (2019), Melnyk et al. (2019), Serikov (1994), Sheremet et al. (2019), Yakimanskaya (1996) and others devoted their works to its consideration as one of the mechanisms of realization of the requirements of the personality-oriented educational process.

As a structural component of the socio-pedagogical design of cultural and educational space, the developmental environment is studied in the works of Slobodchikov (2000) and others.

Organizational and activity aspects of the developmental environment as a condition for creative self-development of the individual are reflected in the scientific research of Kasprzhak (1997).

The essential characteristics of the process of professional training of future music teachers in the context of the developmental educational environment are set out in the works of Abdullin (1991), Koval (1991), Oleksiuk & Tkach (2004), Orlov (2003) and others.

The importance of the educational environment as one of the important factors of personal and professional development of the future music teacher was revealed based on the theoretical analysis of scientific sources.

The generalization of the existing definitions of the concepts “environment”, “educational environment”, “developmental educational environment” in the reference pedagogical literature made it possible to define the educational environment of a higher pedagogical educational institution as a subsystem of socio-cultural environment, a set of historically formed factors, circumstances and situations, and the development of personality and pedagogical skills of a future teacher (Kuliutkin & Tarasov, 2001; Maksymchuk et al., 2018).

As a result of processing scientific works on the research problem, the meaning of the developmental environment in psychological and pedagogical contexts has been clarified.

In a psychological context, the developmental environment is a certain orderly educational space in which developmental learning is carried out (Bakhmat et al., 2019; Bezliudnyi et al., 2019; Vygotskii, 1984; Galperin, 1976; Davydov, 1996; Zankov, 1968) and the result of which is the ability, skills and habits of the individual to perceive and process any information critically, meaningfully and conclusively. A developmental environment provides openness, dynamism and variability of the content,

forms and methods of creative activity; an individually-differentiated creative approach to personality formation.

In the pedagogical context, a developmental environment is considered as a structural component of the socio-pedagogical design of the cultural and educational space (Raikovskii, 1981); an educational space which provides the maximum disclosure of the potential of the individual and provides optimal conditions for its development (Yasvin, 2000); a cultural and educational space with a priority of socio-ethical values and such qualitative characteristics as integrity, autonomy and openness (Davydov, 1996); a combination of emotional micro-climate, the personal well-being of the student, features of the micro-culture of the educational institution, as a result of the interaction of which occurs the formation of his/her personality (Kuliutkin & Tarasov, 2001; Nerubasska & Maksymchuk, 2020); micro-world, micro-model of human culture, a means for actualizing the student's inner world (Lobok, 1997).

In Western European scientific discourse, a developmental environment is seen as an externally organized but student-controlled electronic (cloud-oriented) environment. German researchers claim that an electronic developmental environment is formed by the students themselves, based on their personal educational and personal intentions. Accordingly, its support and development are personal. They involve much independent work along with constant monitoring of the quality of education and take into account cultural and social specifics (Zawacki-Richter & Mayrberger, 2017, pp. 7–8).

A cloud-oriented environment implies high activity and initiative of the actors in the educational process, which generates the results and methods of teaching different from traditional ones. Externally, such an environment is stimulated by the provision of educational services within the framework of open multi-functional online courses, mainly on the humanities (Lorenz, 2018, p. 28). In Ukraine, this practice is only beginning to be introduced, so environments with the facilitative principle of the organization still occupy a leading position in teacher training. Students use electronic resources rather spontaneously, whereas cloud-oriented technologies are used mainly for reporting and checking the acquired competencies (interim, summative and formative assessment).

In the context of cloud-oriented educational environments, one should single out hashtags as effective, individualized and universal tools for creating a developmental environment for any professional training. Indeed, they allow one to create personal cases for student users. Although hashtags also serve as collective tools, they can reveal unequal user



participation, short-term or permanent use. The main factor in using hashtags for creating a developmental environment of professional training is the lack of predetermined thinking, activities and results (Veletsianos, 2017). Regarding music and music pedagogical education, individual cases of hashtags are seen as an extremely promising area since electronic resources are currently used mainly as the repositories of music content.

Nowadays, such relevant concepts as “cloud-oriented educational environment” and “e-learning” are rather common since they have significant functional advantages. These include accessibility, multi-channel presentation of information (audio, video, graphics, text), resource potential (corpora, dictionaries, references), time management, flexible complexity levels, communicativeness and productivity (Bock, 2018; KMK, 2017). These advantages are especially applicable to the humanities and creative professions, including music teaching.

One uses similar mechanisms of facilitation when developing musical skills and professionalism, as well as enhancing creative self-realization in sports. Henriksen & Stambulova (2017) claim that the uniqueness of the environment for developing a particular talent is deceptive. Such environments are based on common mechanisms (up to 10). The main marker of such mechanisms’ effectiveness is either success or failure of educational activities of the actors in the educational process that can be extrapolated to the concepts of “environmental friendliness” and “non-environmental friendliness” (Henriksen & Stambulova, 2017).

Facilitation as the key approach to developing musical, visual or sports talents should be considered both within and outside an educational environment. Analyzing the facilitation of family relationships, Taylor et al. (2017) proved that emotional ties, rivalry, cooperation and even separation should have a positive effect on the development of talent due to certain stimulating emotions. Thus, contact or distant interaction with people with whom there is a close emotional connection is a specific and effective type of facilitation on the way to professional development (Taylor et al., 2017).

Despite the increased attention of scientists to the study of certain aspects of creating the developmental educational environment, the issue of its formation in the process of training future music teachers remains insufficiently studied.

## Results

Applying these results to the coordinate axes of the vector model of the educational environment’s type made it possible to assert that after the third stage of the formative research and experimental work, the

reproductive-developmental type of professional training environment at the music- pedagogical faculty, where students of the experimental group studied, changed to developmental.

A comparison of the results of the experiment obtained in the experimental and control groups after the completion of the formative experiment gave grounds to conclude that in the control group the dynamics of the change in the quality indicators of the types of training environments turned out to be insignificant and showed a change in the inert-adaptive type of medium (ML) to reproductive (HL). Such an environment, providing students with a high level of readiness for musical and pedagogical activity, does not contribute to the development of their independence. In this regard, future music teachers are oriented in their educational and musical-pedagogical activities to a template, an example, a hint; they are not ready to apply a creative approach in working with students and are not aimed at professional and personal self-development.

The results of the subjective (by questionnaires, surveys and interviews with the members of the experimental and control groups) and the objective (analysis of the results of educational activities) were mathematically processed by the author of the article.

Systematized experimental data on the results of the study are presented in table 1.

**Table 1.** *The indicators of the formation of the DEPT FMT<sup>1</sup> at the integrative level of professional training, self-development and professional development*

Measurements of formation of DEPT FMT	Levels of displays of students' professional readiness (EG – 129, CG – 162 people)											
	intensive				neutral				negative			
	AE		FE		AE		FE		AE		FE	
	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG
Competence measurement	1 0,82 %	1 0,88 %	30 23,46 %	6 3,54 %	32 25,10 %	36 22,12 %	96 74,07 %	44 27,14 %	96 74,07 %	125 76,99 %	3 2,47 %	112 69,32 %
Personal measurement	6 4,94 %	8 5,01 %	37 28,40 %	11,47 7,08 %	39 30,04 %	39 24,19 %	104 80,66 %	48 29,79 %	83 64,20 %	115 70,80 %	39 30,45 %	102 63,13 %
Organizational measurement	3 2,47 %	8 5,01 %	34 26,34 %	15 9,44 %	35 26,75 %	43 26,25 %	92 71,60 %	47 28,9 1%	91 70,78 %	116 71,39 %	2 2,06 %	100 61,65 %

<sup>1</sup> Developmental environment of professional training of future music teachers

The analysis of the experimental data of the formative experiment indicates that the dynamics of the formation of the DEPT FMT corresponds to the optimal parameters if correspondence is reached between competency, personal professional development and organizational and managerial conditions for the formation of the DEPT FMT. The correspondence coefficient between DEPT and ICPT is established as an indicator of readiness for effective communication-interaction between teachers and students, which is derived from many variable indicators such as readiness of teachers, divided into many variable indicators of students. It was proved that the introduction of our proposed model for the formation of the DEPT FMT has a theoretically and practically significant effect in increasing the quality of professional training of future music teachers. Their professional development is accompanied by a positive emotional background and the effectiveness of communication and interaction in the process of training. Ensuring the unity of theoretical, artistic, aesthetic, psychological and pedagogical training and performing practice was reflected in the development of communicativeness, the subjectivity of the future teacher, the development of self-knowledge methods and the growing need for further continuous self-improvement. An increase in the pedagogical skill of teachers and the volume of the artistic and pedagogical thesaurus of students, inspired by the favourable psychological climate of the DE, were noted. An important achievement is an adequate understanding of the meaning and logic of the deployment of musical and pedagogical situations.

To verify the statistical reliability of the experimental results obtained in the experimental and control groups, we used Student's t-test, which showed the non-randomness of the results obtained and confirmed the advantages of the developed experimental model for the formation of a developmental environment for the professional training of students of the music and pedagogical faculty of a pedagogical university over the traditional organization of this training in conditions of the reproductive educational environment of musical and pedagogical faculties of higher pedagogical educational institutions.

## **Discussion**

Creative comprehension and generalization of the analyzed scientific approaches to understanding the essence of the developmental educational environment made it possible to consider the developmental environment of professional training of future music teachers at the music and pedagogical faculties of higher pedagogical institutions as a specially organized music and pedagogical space. This developmental educational

environment is a subsystem of the educational environment of a higher pedagogical educational institution and performs the functions of stimulating students' creative activity and independence, increasing the level of their professional readiness and turning them into subjects of their own personal and professional self-development. Therefore, in the context of the research, Desi and Ryan's self-determination theory has proved to be valid since it helps to determine the influence of the educational environment on the development of abilities and talents, as well as to prevent the burnout inherent in creative people and athletes. In particular, the following main factors of the environmental influence on a talented person have been identified: communication, long-term sensory and activity intention, educational influences (Li et al., 2017). The main driver of creative development is the need for self-realization and sensory expression, which act as a way to meet psychological needs.

In the course of the study, it was proved that the basic principles of the formation of a developmental environment for the professional training of future music teachers are: recognition of the identity and value of their personality; taking into account their level of development of general, musical and pedagogical abilities; the determination of the ideal music teacher as a carrier of artistic-aesthetic and humanistic pedagogical values, aimed at continuous personal and professional self-improvement, as a guide in professional training of students; orientation to each student's closest development zone that ensures maximum efficiency of their self-movement, self-development, self-education and internal motivation for this process; the understanding of learning as a means, not an end in itself; ensuring the unity of development of the intellectual, affective and volitional spheres of the student's personality, which is achieved in the communicative interaction "teacher – music – student", where music as the object of communication turns into its subject.

The obtained results indicate that music education, as well as the environment of its implementation, should be considered in the context of sustainable development, aesthetics and environmental friendliness in the broadest sense of the word. Some researchers suggest taking into account different types of environments (the specifics of the region; the level of education) and provide music education services within the integrative concept. According to Guo et al. (2020), such a study offers the integration model of environmental rationality, aesthetic education and music ecology to build a new educational paradigm. The proposal is based on the five components of society: environmental friendliness, rationality, teachers, sustainable development and music ecology. In light of the above, the

facilitative nature of interpersonal interaction is only one of the internal components of the educational environment.

The study and synthesis of scientific research in the field of general and musical pedagogy made it possible to determine the pedagogical conditions for the formation of a developmental professional training environment for future music teachers. We understand them as a combination of factors that ensure the effectiveness of this process and its compliance with the requirements of developmental education. These pedagogical conditions include the provision of the facilitative nature of interpersonal interaction in the system “teacher – music – student”, organization of the process of professional training of future music teachers based on developmental education, the actualization of the developmental potential of special musical disciplines; activation of students’ independent work; formation of a creative, psychologically comfortable atmosphere at the faculty. Thus, music can be considered in the context of both educational and psychological facilitation (solving psychological problems and providing psychological support through the aesthetic and semiotic potential of music). In particular, Cheremisova (2017) has developed the psychological mechanism for developing creative musical personality based on the system of interconnected educational conditions. Her research and experimental verification have confirmed the following assumption: the introduction of a special educational programme in the educational process significantly accelerates the development of musicality and creativity and strengthens the internal links between these characteristics (Cheremisova, 2017). Besides, her research has proved the position of the scholars who believe that a musical work is a complex psychosemantic and ambiguous text, whose “living” perception within the framework of the well-established educational or psychological conditions can spontaneously, coherently and unpredictably develop the personality at any level of education (Cheremisova, 2017).

The academic novelty and theoretical relevance of the study lie in the fact that for the first time the content and structure of a developmental environment of the professional training of the future music teacher has been justified, the pedagogical conditions for its formation have been determined; types of environments of professional training for future teachers of musical art have been determined and criteria and indicators for pedagogical diagnostics of their formation have been substantiated; a model has been developed for the formation of a developmental professional training environment for a future music teacher; the meaning of the concept of developmental professional training environment has

been clarified; theoretical and methodological provisions for the formation of a developmental environment for the training of future music teachers in higher pedagogical institutions have acquired further development.

The practical importance of the study lies in the elaboration of the content and curriculum of the special course “Methodology of forming a developmental educational environment” for students of musical and pedagogical faculties of higher pedagogical educational institutions, as well as methodological recommendations for the formation of a developmental educational environment for future music teachers in pedagogical universities.

The prospects of further research lie in creating a digital educational platform based on the developed model and the specialized course since facilitative technologies for obtaining music or music pedagogical education in modern didactic are closely connected with the cloud-oriented environment. They are organized within the framework of socio-constructivist learning based on accessibility, collectivity, and, most importantly, different types of academic “presence” (educational, cognitive, social, perceptual). At US universities, online music courses are developed and implemented using such principles. It has prompted the transformation of the activities of teaching staff and student academic groups (Johnson, 2017). Currently, there are music educational bachelor platforms which define both industrial training and constructivist design of the entire course. Therefore, it is essential to stimulate the audit of educational facilities in Ukraine and the CIS countries.

The main provisions and conclusions of the study can be used to improve the professional training of future music teachers in higher educational institutions, in the development of author’s programs, teaching aids, as well as be applied in the system of postgraduate teacher education.

## **Conclusions**

A developmental environment for the professional training of future music teachers at music and pedagogical faculties of higher pedagogical educational institutions is a specially organized musical and pedagogical space, which is a subsystem of the educational environment of a higher pedagogical educational institution and performs the functions of stimulating students’ creative activity and independence, increasing the level of their professional readiness and their transformation into subjects of their own personal and professional self-development.

The structure of this environment includes subjects of professional training, communicative interaction among them, the content and main

types of educational and extracurricular activities of students, pedagogical conditions and means of their professional training, its organizational and educational methodological support, social micro- and macro-environments at the music pedagogical faculty.

For the purpose of pedagogical diagnostics of the typology of professional training environments for future music teachers, the method of vector modulation of the type of educational environment, developed by Yasvin (2001), was adapted. The pedagogical model of the formation of the developmental environment of professional training of future music teachers is an innovative modification of the model of the educational environment. It represents the unity of the content, stages, pedagogical conditions and means of organizing the educational and extracurricular activities of future music teachers, ensures their formation as musically and aesthetically developed creative individuals, competent professionals in the field of musical pedagogy.

The formation of a developmental professional training environment for students of music and pedagogical faculties involves the actions of teachers, who, based on the pedagogy of cooperation, motivate students to actively master professional knowledge, skills and abilities as the basis of their professional competence, reveal the content of this knowledge to the students and point them to the independent development of their competence with their support. Under such conditions, the training of future music teachers contributes to the formation of an informal community of teachers and students at the faculty ("teacher's class", "universitas studentium"), united by common goals and objectives.

The generalized and statistically processed results of research and experimental work confirmed the expediency and effectiveness of the developed model, and also testified to the transformation of the inert-reproductive environment of professional training of future music teachers into developmental in the experimental group and reproductive in the control group.

The article shows that the structure of the environment of professional training for future music teachers in the Ukrainian educational environment includes the subjects of professional training; communicative interaction between them; the content and main types of educational and extracurricular activities of students; pedagogical conditions and means of their professional training; its organizational and educational-methodological support; social micro- and macro-environments at the music pedagogical faculty.

To ensure the effectiveness of the formation of a developmental environment for the training of future teachers, a special course “Methodology of forming a developmental educational environment” has been developed, the purpose of which is to familiarize students with the main provisions of the theory of a developmental environment, making possible the acquisition of a complex of knowledge, skills and expertise for its formation, with their subsequent application in their professional activities. Methodological recommendations for teachers of music and pedagogical faculties for teaching the specified course have been prepared, containing lecture material, plans for seminars and workshops, assignments for independent work, and tests for the final control of students’ knowledge.

The study does not cover all aspects of the problem of forming a developmental environment for the professional training of a future music teacher. Further development is required to solve problems of psychological and pedagogical support for the personal and professional development of students of music and pedagogical faculties and art institutes of higher pedagogical educational institutions, to design and develop alternative models of the educational environment and the technologies for their implementation in the system of higher professional art education.

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