ANALYSIS OF THE FORMATION OF THE METHODOLOGICAL READINESS OF FUTURE TEACHERS OF MUSICAL ART

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INTRODUCTION

Implementing educational tasks largely depends on the professionalism of a music teacher, which expediently combines the features of a teacher and a psychologist, musicologist, culturologist, educator, education manager, tutor, facilitator, his successful multidimensional professional and methodological activity focused on creativity and innovation.

The importance of the formation of professional and personal qualities, taking into account the requirements of the educational labor market, needs to improve the methodological training of future music teachers in institutions of higher pedagogical education, the result of which is a qualitatively formed methodical preparedness, which contributes to professional and personal self-realization and the approval of the individual style of musical and pedagogical activity (BLOOMFIELD, 2010; COCHRAN-SMITH, 2002; HAHL, & MIKULEC, 2018; ROBERTS, & GRAHAM, 2008; KELCHTERMANS, & BALLET, 2002; COHEN-SAYAG, & FISCHL, 2012). The principal goal of the study is the formation and experimental verification of the effectiveness and efficiency of the model of criteria for the formation of the components of the methodological readiness of the future music teacher and their indicators based on the praxeological approach.

METHODOLOGY AND ITS THEORETICAL BASIS

Taking into account the results of the research of scientific and practical literature (AKKERMAN, & MEIJER, 2011; BALLANTYNE, & PACKER, 2004; BALLANTYNE, 2006; LEE, & JO, 2016; YUAN, 2015; SHERIDAN, & TINDALL-FORD, 2018; ZECHNER, 2005; MEYER, 2009), we concluded that the criteria should reflect the characteristic features of the process of formation of methodological preparedness. Composing the content of the model of criteria for the formation of the methodological preparedness of the future music teacher, we considered several research requirements: unambiguity, compliance with the nature of the phenomenon under study, validity, predictability (to be suitable for determining the relative stability of each level), reliability (to minimize differences in the process of re-evaluation). Turned to scientific research in order to study the experience of developing criteria. The generalization of scientific sources, the results of experimental work gave grounds to develop criteria for the formation of the components of the methodological preparedness of a future music teacher and their indicators (Table 1).
### Table 1. Model of criteria for the formation of the components of the methodological readiness of the future music teacher and their indicators based on the praxeological approach (development by authors)

| Component                      | Criterion                                                                 | Indexes                                                                 |
|--------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Motivational-value component   | The formation of incentives and value orientations to mastering methodological activities | • The presence of the methodological orientation of the future music teacher (motives, needs, value orientations)  
• The presence of a desire to effectively master professional knowledge, skills and abilities  
• The formation of the attitude to improve the musical and pedagogical process |
| Creative-conative component     | The degree of understanding of the essence, characteristics and requirements of methodological activity | • Formation of praxeological methodological knowledge  
• Formation of methodological awareness regarding the methodology of musical education and upbringing  
• Possession of pedagogical reflection |
| Creative cognitive              | The degree of their ability to creatively implement effective methodological activity | • Development of creativity  
• Knowledge of musical and pedagogical improvisation  
• Knowledge of the skills to plan a musical and pedagogical result  
• Knowledge of praxeological analysis of methodological actions |
| Emotional and volitional        | Formation of emotionally volitional involvement in methodological activity | • Having empathy  
• Formation of emotional stability  
• Formation of emotional flexibility  
• Formation of persistence  
• The Power of Manifesting Purpose |
| Communicative-assertive         | The degree of mastery of communicative activity based on the formation of assertiveness | • Possession of the means of effective musical and pedagogical communication  
• Knowledge of the ability to navigate in a situation of musical and pedagogical interaction  
• Formation of assertiveness |

Source: Search data.

The motivational-value component is more expressive through the criterion of the degree of formation of incentives and value orientations for mastering methodological activities; cognitive-reflexive component - through the criterion of the degree of understanding of the essence, characteristics and requirements for methodological activity; creative-conative component - through the criterion of the degree of ability to creatively implement effective methodological activity; Emotional and volitional component - through the criterion of the degree of formation of emotionally volitional involvement in methodological activity; communicative-assertive component - through the criterion of the degree of mastery of communicative activity based on the formation of assertiveness.

The criterion of the degree of formation of incentives and value orientations to mastering methodological activities is expressed through the indicators: The presence of the methodological orientation of the future music teacher (motives, needs, value orientations); The presence of a desire to effectively master professional knowledge, skills and abilities; The formation of the attitude to improve the musical and pedagogical process.

The criterion of the degree of understanding of the essence, features and requirements for methodological activity - through indicators: Formation of praxeological methodological knowledge; Formation of methodological awareness regarding the methodology of musical education and upbringing; Possession of pedagogical reflection.

The criterion of the degree of formation of emotionally volitional involvement in methodological activity is expressed through the indicators: Having empathy; Formation of emotional stability; Formation of emotional flexibility; Formation of persistence; The Power of Manifesting Purpose.
The criterion of the degree of mastery of communicative activity based on the formation of assertiveness is expressed through the indicators: Possession of the means of effective musical and pedagogical communication; Knowledge of the ability to navigate in a situation of musical and pedagogical interaction; Formation of assertiveness.

The effectiveness and determination of the effectiveness of experimental work in order to form the methodological preparedness of future music teachers includes: increasing the productivity of mastering the future teacher of knowledge, ensuring the effectiveness of the educational process, obtaining high results in studies and becoming successful in their profession. The effectiveness of training was monitored in the following aspects:

1. Results of knowledge. They mainly concern the ability to remember or recognize previously learned material.
2. Results of understanding. They require a certain novelty in the answers and associated with the interpretation, integration of the learned to new situations and problems.
3. Ability to think at the highest level. New skills include critical thinking, creative thinking, and problem solving.
4. Emotional results. They relate to feelings and emotions. As emotional behaviors become more complex, they become increasingly integrated with other behaviors, forming complex value systems and behaviors.
5. Results of execution. May include practical, communication, performing and other specialized professional skills.

The productivity of the future teacher’s training, in our opinion, can be assessed by various indicators: the time of mastering new material, or the time it takes to complete a certain task; the number of sheets for writing a creative project per one attracted future teacher; duration of participation in extracurricular activities per semester or academic year; the number of pieces of music studied for a certain time and how many of them were performed in the concert hall, and many others. In addition, the future teacher can himself develop his own indicators that will illustrate the growth of his productivity during training.

During the formative experiment, the experimental group completed more different tasks compared to the normal course of training, so we believe that their productivity has increased significantly. To determine the effectiveness of the model of criteria for the formation of the components of the methodological readiness of the future music teacher and their indicators on the basis of the praxeological approach, the identification of qualitative and quantitative changes in the processes under study, a control experiment methodology was developed.

The methodology included carrying out diagnostic sections according to the program of the ascertaining experiment using adequate methods (testing, the method of expert assessment, polls, observations, creative tasks, etc.), as well as a comparative analysis of the results of ascertaining and control diagnostics according to the indicators of the criteria of methodological preparedness developed by us. in the experimental (EG) and control (CG) groups.
The effectiveness of the applied organization-technological model was determined based on the criteria for the methodological preparedness of future music teachers. Thus, in our opinion, experimental formation in this direction can be considered effective if it:

1. Promotes a positive attitude towards mastering and improving methodological activities and professional knowledge, skills, and abilities.
2. Provides the mastery of praxeological-theoretical knowledge and knowledge from musical education and upbringing.
3. Helps the development of creativity and the mastery of musical pedagogical improvisation, the ability to plan musical and pedagogical results and analyze the effectiveness of methodological action.
4. Promotes the formation of such personal characteristics as empathy, emotional stability and emotional flexibility, perseverance and determination.
5. Helps the future music teacher to master effective musical-pedagogical communication, to navigate in the situation of musical-pedagogical interaction.

RESULTS
In order to determine in future teachers the levels of the measure of the formation of incentives and value orientations to mastering methodological activities, the level of the presence of a methodological orientation, the presence of a desire to effectively master professional knowledge, skills and abilities, as well as the formation of an attitude to improve the process were determined.

Analysis of the data from the CG and the EG on the methodological orientation of the future music teacher (determined using the adapted methodology “The structure of the teacher’s orientation”) revealed a significant difference in the results of the EG in comparison with the CG. The level of manifestation of this indicator, but in the CG there were 43.8% of such future teachers. Also in the EG 43.8% of future teachers have a high level of methodological orientation, while in the CG - none and skills also underwent significant changes in the EG, while in the CG the results almost did not change (determined by the adapted methodology “Motivation for success and fear of failure”). Thus, at a high level in the EG 46.9% of future teachers, in the CG - none, on average in the EG 43.8% future teachers, in the CG - 28.1%, at a sufficient level in the EG 9.4%, in the CG - 37 5%, at a low level in the EG there is no future education and in the EG - 34.4%.

The formation of the attitude to improve the musical-pedagogical process, similarly to the ascertaining experiment, was determined with the help of the adapted methodology “The need for achievement.”

According to the received data, the results of the EG significantly improved in comparison with the results of the CG. So, 46.9% of future teachers were at a high level in the EG, in the CG - none, at the average level in the EG - 34.4% of future teachers, in the CG - 31.3%, at a sufficient level in the EG - 18.8% of future teachers, in the CG - 34.4%, at a low level in the EG there is no future teacher, while in the CG - 34.4% of future teachers.

The generalized data on the distribution of future teachers as the motives and value orientations are formed to master methodological activity in the constitutive and control experiments are presented in table 2.
Table 2. Distribution of future teachers according to the formation of incentives and value orientations to mastering methodological activities (development by authors)

| Criterion indicators                                                                 | Levels of expression of criterion indicators | Before the experiment | After the experiment |
|--------------------------------------------------------------------------------------|----------------------------------------------|-----------------------|---------------------|
|                                                                                      | Low(%)           | Sufficient(%)         | Average(%)          | High(%)             | Low(%)            | Sufficient(%)     | Average(%)          | High(%)     |
| The presence of the methodological orientation of the future music teacher (motives, needs, value orientations) | 46,9             | 25,0                  | 28,1                | 0,0                  | 43,8             | 31,3                  | 25,0                  | 0,0            |
| The presence of a desire to effectively master professional knowledge, skills and abilities | 37,5             | 40,6                  | 21,9                | 0,0                  | 34,4             | 40,6                  | 25,0                  | 0,0            |
| The formation of the attitude to improve the musical and pedagogical process          | 53,1             | 21,9                  | 25,0                | 0,0                  | 50,0             | 25,0                  | 25,0                  | 0,0            |
| General criterion level                                                              | 37,5             | 31,3                  | 31,3                | 0,0                  | 37,5             | 34,4                  | 28,1                  | 0,0            |

Source: Search data.

The next step will be to distribute the future music teachers of the control and experimental groups according to the degree of mastering communicative activities based on the prevailing assertiveness.

The level of mastery of pedagogical reflection was determined using the T. Leary test in a similar way to the ascertaining experiment. The results of the control experiment showed a positive dynamics of future teachers from the EG in comparison with the future teachers from the CG. So, 43.8% of future teachers from the EG have pedagogical reflection at the creative-interpretive level, while in the CG there was not a single student at this level. 15.6% of students remained at the formal-imitative level in the CG, and not a single one in the EG. The generalized data on the distribution of future teachers according to the degree of understanding of the essence, characteristics and requirements of methodical activity in the constitutive and control experiments are presented in Table. 3.
### Table 3. Distribution of the control and experimental groups among future teachers according to the degree of understanding of the essence, characteristics and requirements of methodological activity (development by authors)

| Criterion indicators                                      | Levels of expression of criterion indicators | CG                  | EG                  |
|-----------------------------------------------------------|----------------------------------------------|---------------------|---------------------|
|                                                           | Before the experiment                        | Low (%)            | Sufficient (%)     | Average (%)          | High (%)   |
| Formation of praxeological methodological knowledge      |                                               | 31,3               | 53,1               | 15,6                 | 0,0        |
|                                                           |                                               | 0,0                | 34,4               | 43,8                 | 21,9       |
| Formation of methodological awareness regarding the methodology of musical education and upbringing |                                               | 9,4                | 62,5               | 28,1                 | 0,0        |
| Possession of pedagogical reflection                      |                                               | 37,5               | 40,6               | 21,9                 | 0,0        |
| General criterion level                                   |                                               | 6,3                | 56,3               | 37,5                 | 31,3       |
| After the experiment                                      |                                               | 18,8               | 53,1               | 28,1                 | 50,0       |
| Formation of praxeological methodological knowledge      |                                               | 6,3                | 65,6               | 28,1                 | 43,8       |
| Formation of methodological awareness regarding the methodology of musical education and upbringing |                                               | 6,3                | 0,0                | 0,0                  | 18,8       |
| Possession of pedagogical reflection                      |                                               | 15,6               | 59,4               | 25,0                 | 43,8       |
| General criterion level                                   |                                               | 6,3                | 56,3               | 37,5                 | 46,9       |

Source: Search data.

These data indicate a significant positive dynamics of future teachers from the EG in comparison with the almost unchanged results of future teachers from the CG. In the EG 12.5% of students were at a low level, in the control cut there was not a single one, 56.3% were sufficient, only 15.6% remained, at the average level it was 31.3% it became 37.5%, high level - there was not a single student, it became - 46.9%. In the CG, the results of future teachers in the ascertaining and control research are not significant.

The generalized data on the dynamics of the distribution of future teachers according to the ability to creatively implement effective methodological activity in the constitutive and control experiments is presented in Table 4.

### Table 4. Distribution of the control and experimental groups among future teachers according to the degree of their ability to creatively implement effective methodological activity (development by authors)

| Criterion indicators                                      | Levels of expression of criterion indicators | CG                  | EG                  |
|-----------------------------------------------------------|----------------------------------------------|---------------------|---------------------|
|                                                           | Before the experiment                        | Low (%)            | Sufficient (%)     | Average (%)          | High (%)   |
| Development of creativity                                 |                                               | 6,3                | 59,4               | 34,4                 | 0,0        |
| Knowledge of musical and pedagogical improvisation        |                                               | 9,4                | 53,1               | 37,5                 | 0,0        |
| Knowledge of the skills to plan a musical and pedagogical result |                                               | 0,0                | 62,5               | 37,5                 | 0,0        |
| Knowledge of praxeological analysis of methodological actions |                                               | 15,6               | 46,9               | 37,5                 | 0,0        |
| General criterion level                                   |                                               | 18,8               | 46,9               | 37,5                 | 37,5       |
| After the experiment                                      |                                               | 0,0                | 62,5               | 37,5                 | 53,1       |
| Development of creativity                                 |                                               | 0,0                | 62,5               | 37,5                 | 43,8       |
| Knowledge of musical and pedagogical improvisation        |                                               | 3,1                | 59,4               | 37,5                 | 0,0        |
| Knowledge of the skills to plan a musical and pedagogical result |                                               | 0,0                | 62,5               | 37,5                 | 50,0       |
| Knowledge of praxeological analysis of methodological actions |                                               | 9,4                | 53,1               | 37,5                 | 50,0       |
| General criterion level                                   |                                               | 6,3                | 56,3               | 37,5                 | 53,1       |

Source: Search data.
The level of students’ proficiency in musical and pedagogical improvisation, similarly to the ascertaining experiment, was determined using the method of expert assessments. So, it was found that in the EG at a high level of 50%, at an average level - 50% and at a sufficient and low level not a single student. In the CG, at a high level - not a single student, at an average - 37.5%, at a sufficient level - 59.4% and at a low level - 3.1% of Students. Knowledge of the ability to plan musical and pedagogical results was found out with the help of tasks, performing which students should plan the result of a specific methodological action, a music lesson at school, educational achievements of students for half a year. The results of the control section show that in the EG there is a high level - 46.9% of students, on an average level - 53.1%, at a sufficient and low level there is not a single student. In the CG there is not a single student at a high level, at an average - 37.5%, at a sufficient level - 62.5%, at a low level there is not a single future teacher.

In order to determine the effectiveness of the formation of the degree of formation of emotionally volitional involvement in methodological activity of future music teachers in the control section, the level of empathy, the degree of formation of emotional stability, emotional flexibility, the formation of perseverance and the strength of the manifestation of purposefulness were determined.

The results showed that in the EG 43.8% of future teachers have a high level of empathy, 43.8% at a sufficient level, 12.5% on average and not a single student at a low level. In the CG, not a single student is at a high level, at an average level - 34.4% and at a low level - 28.1% of future teachers. The level of emotional stability was determined using the “Methods of multivariate personality research”. In the control section, it was found that 43.8% of future teachers have emotional stability at a high level, 56.3% on an average, not a single student was at the middle and low levels. In the CG, not a single student was recorded at a high level, at an average level - 34.3%, at a sufficient level - 40.6% and at a low level - 25.0% of future teachers. The generalized data on the distribution of future teachers according to the degree of formation of emotional-volitional involvement in methodological activity in the constitutive and control experiments is presented in Table 5.

Table 5. Distribution of the control and experimental groups among future teachers according (development by authors)

| Criterion indicators | Before the experiment | After the experiment |
|-----------------------|-----------------------|----------------------|
|                       | EG                    | EG                   |
|                       | Low (%)               | Sufficient (%)       | High (%)               | Low (%)               | Sufficient (%)       | High (%)               |
| Having empathy        | 34.4                  | 31.3                 | 34.4                   | 0.0                   | 34.4                  | 31.3                   | 34.4                   | 0.0                   |
| Formation of emotional stability | 31.3                  | 46.9                 | 21.9                   | 0.0                   | 25.0                  | 43.8                   | 21.9                   | 0.0                   |
| Formation of emotional flexibility | 28.1                  | 37.5                 | 23.4                   | 0.0                   | 25.0                  | 43.8                   | 31.3                   | 0.0                   |
| Formation of persistence | 34.4                  | 37.5                 | 28.1                   | 0.0                   | 34.4                  | 40.6                   | 25.0                   | 0.0                   |
| The Power of Manifesting Purpose | 34.4                  | 34.4                 | 31.3                   | 0.0                   | 34.4                  | 31.3                   | 34.4                   | 0.0                   |
| General criterion level | 18.8                  | 43.8                 | 37.5                   | 0.0                   | 21.9                  | 46.6                   | 37.5                   | 0.0                   |

Source: Search data.

In particular, in the control section it was found that emotionally volitional involvement in methodological activity was formed in the EG at a high level in 46.9% of students, on average in 53.1%, not a single student was found at sufficient and low level. But in the CG not a single student was identified at a high level, 40.6% of future teachers at an average level, 43.8% at a sufficient level and 15.6% at a low level.
The generalized data on the distribution of future teachers according to the degree of mastery of communicative activity activity based on the formation of assertiveness in the constitutive and control experiments is presented in Table 6.

**Table 6.** Distribution of the control and experimental groups among future teachers according to the degree of mastery of communicative activity based on the formation of assertiveness (development by authors)

| Criterion indicators | Before the experiment | After the experiment |
|-----------------------|-----------------------|---------------------|
|                       | CG                    | EG                  | CG                    | EG                  |
| Possession of the means of effective musical and pedagogical communication | 43.8 | 34.4 | 21.9 | 0.0 | 43.8 | 34.4 | 21.9 | 0.0 |
| Knowledge of the ability to navigate in a situation of musical and pedagogical interaction | 34.4 | 40.6 | 18.8 | 0.0 | 34.4 | 43.8 | 21.9 | 0.0 |
| Formation of assertiveness | 31.3 | 43.8 | 25.0 | 0.0 | 34.4 | 40.6 | 25.0 | 0.0 |
| General criterion level | 40.6 | 37.5 | 21.9 | 0.0 | 0.0 | 15.6 | 40.6 | 43.8 |
| Possession of the means of effective musical and pedagogical communication | 40.6 | 37.5 | 21.9 | 0.0 | 0.0 | 12.5 | 40.6 | 46.9 |
| Knowledge of the ability to navigate in a situation of musical and pedagogical interaction | 34.4 | 40.6 | 25.0 | 0.0 | 0.0 | 6.3 | 50.0 | 43.8 |
| Formation of assertiveness | 31.3 | 43.8 | 25.0 | 0.0 | 0.0 | 6.3 | 50.0 | 43.8 |
| General criterion level | 25.0 | 50.0 | 25.0 | 0.0 | 0.0 | 6.3 | 50.0 | 43.8 |

**Source:** Search data.

Knowledge of the ability to navigate in a situation of musical-pedagogical interaction was determined by observing lessons in the process of pedagogical practice in general education schools. In the EG 43.8% of students were found at a high level, 50.0% on average 6.3% were found to be sufficient, and not students were found at a low level. But in the CG not a single student was found at a high level, 25.0% at an average level, 40.6% at a sufficient level, and 34.4% at a low level of proficiency. The level of assertiveness formation was determined using the test “Test-questionnaire of assertiveness components.” Thus, in the EG at a high level of assertiveness was formed in 46.9% of students, on average - in 40.6%, at a sufficient level in 12.5%, not a single student was identified in the CG, not a single student was identified at a high level, at an average level of 25.0%, at a sufficient level of 50.0% and a low level of 25.0% of students.

The control section showed that in the EG 43.8% of students were at a high level of possession of communicative activity based on the formation of assertiveness, on average - 50.0%, at a sufficient level - 6.3% and not a single student was at a low level. In the CG, according to this criterion, not a single student was identified at a high level, at an average level - 25.0%, at a sufficient level - 50.0% and a low level - 25.0%. These indicators testify to the effectiveness of the formative experiment, since the results of the EG significantly improved in comparison with the CG. To determine the levels of the measure of the formation of incentives and value orientations for the development of methodological activities in future teachers, as well as the level of the presence of a methodological orientation and the presence of a desire to effectively master professional knowledge, skills and abilities, as well as the formation of an attitude towards improving the process.

For the convenience of generalizing the results of the formation of methodological readiness among future music teachers, the number of points received by the students from the CG and the EG for each criterion was summed up and the differences in the number of points were analyzed for the following indicators: arithmetic mean, median, fashion and standard deviation. The arithmetic mean in the constant and control experiments was calculated using the formula (1):
where \( n \) is the sample size;

\( x_i \) - sampling options;

So, the arithmetic mean of points in the CG after the formative experiment is 121.2 points, while in the EG - 222.3 points, which testifies to the effectiveness of the proposed methodology for the formation of methodological readiness. To determine the median, the results obtained (in points) by future music teachers in the constitutive and control experiments were ranked and the median was calculated using the formula (2):

\[
R_{Me} = \frac{n+1}{2}
\]

So, the median in the CG in the control section was at the level of 107 points, while in the EG it was 207.5 points. To determine the result, which is most often available in the CG and the EG in the constitutive and control experiments, the mode was calculated according to the formula (3):

\[
Mo = x_{Mow} + h \frac{n_{Mow} - n_{Mow-1}}{(n_{Mow} - n_{Mow-1}) + (n_{Mow} - n_{Mow+1})},
\]

where \( x_{Mow} \) is the lower bound of the modal interval;

\( h \) is the width of the grouping interval;

\( n_{Mow-1} \) - frequency of the interval preceding the modal;

\( n_{Mow+1} \) - frequency of the next modal interval.

The Moda in the CG during the control experiment was determined at the level of 89 points, while in the EG - 181 points. Also, to understand the homogeneity of the results obtained, the standard deviation of the result from what is most often found was obtained; it varied according to the formula (4):

\[
S^2 = \frac{1}{n-1} \left[ \sum_{i=1}^{n} (x_i - \bar{x})^2 / n \right]
\]

The standard deviation in the CG during the control experiment was 43.9 points, in the EG - 49.4 points. For a greater likelihood of comparison of the obtained experimental data of the ascertaining and control sections of the EG and CG, a table was formed (Table 7). Since the conclusions obtained in the conditions of work with a limited number of students - 64 people (32 people in the EG and 32 people in the CG), and the results should be extended to a significantly larger number of students studying in the national system of music and pedagogical education, the conclusions were generalized from using various methods of mathematical statistics in order to make it possible to transfer the results obtained to the general population.
Table 7. The dynamics of the formation of the methodological preparedness of future music teachers (development by authors)

| Groups       | Methodical readiness level | Mean arithmetic | Median | Moda | Standard deviation |
|--------------|---------------------------|----------------|--------|------|--------------------|
|              | Low                       | Median         | Mode   |      |                    |
| Ascertaining |                           |                |        |      |                    |
| CG           | 9                         | 28.1           | 34.4   | 37.5 | 0.00               |
| EG           | 7                         | 21.9           | 40.6   | 37.5 | 0.00               |
| Molding      |                           |                |        |      |                    |
| CG           | 4                         | 12.5           | 50     | 37.5 | 0.00               |
| EG           | 0                         | 0              | 1      | 3.1  | 0.00               |

Source: Search data.

Due to the fact that the accuracy of assessing the results of applying the proposed organizational and methodological model of the methodological training of future music teachers based on the praxeological approach in quantitative measurements has a somewhat relative character and is approximately 1/5 determined by stochastic errors, the methods of mathematical statistics in order to avoid errors in quantitative results as much as possible. To clarify the representativeness of the data obtained as a result of the forming experiment, they were processed by statistical methods using the following algorithm:

1. Statistical hypotheses are formulated: The first hypothesis (H0): the number of students who scored 151 and more points (reached the adaptive-constructive and creative interpretive level) in the EG not more than in the CG; The second hypothesis (H1): the number of students who scored 151 and more points in the EG is more than in the CG.

2. The verification of the truth of the formulated hypotheses was carried out using the Fisher’s statistical concordance criterion ($\varphi$). The application of this criterion made it possible to assess the probability of differences between the two samples, in which the effect of the influence of the developed model was recorded. To test the hypothesis using Fisher’s criterion, the indicators of successful formation of methodological preparedness were converted into percentages and using the table $\varphi$1 and $\varphi$2 were determined, respectively - 3.142 and 2.245. The empirical value of $\varphi$ was calculated by the formula (5):

$$\varphi_{\text{emp}} = \frac{(\varphi_1 - \varphi_2)}{\sqrt{\frac{n_1 \cdot n_2}{n_1 + n_2}}}$$  

(5)

In our case:

$$\varphi_{\text{emp}} = \frac{(3.42 - 2.245)}{\sqrt{\frac{68 \cdot 68}{68 + 68}}} = 3.588$$

Comparison of $\varphi$ tabular and $\varphi$ experimental shows that $\varphi$ tabular < $\varphi$ experimental, which means that $\varphi$ lies outside the interval for accepting the null hypothesis.

DISCUSSIONS

Of course, today there is a significant number of scientific works devoted specifically to the peculiarities and problems of training future teachers. For example, Rodgers, & Scott (2008) investigated what personal and professional skills can influence the pedagogical process. Our research proposes to consider the features of the methodological training of future teachers.

A number of studies provide an analysis of what is the specificity of the profession of a teacher. Yes, this issue was addressed by Robinson, & McMillan, (2006), Teng (2017) and
Murray, Swennen, & Shagrir, (2009). Our research is characterized by the fact that we also strive to consider the main aspects of the teacher’s activity and these are the displays in the presented in the work, the indicators for which our analysis was carried out.

As for the future teachers of music and music art, it should be noted that Temmerman, (1997) and Mark (2009) considered this issue and investigated unresolved problems. We also make our scientific contribution, since the results of our research have shown that the proposed model is effective and it contributes to the improvement of methodological activity for future teachers.

CONCLUSIONS

It can be concluded that the proposed model of criteria for the formation of the components of the methodological readiness of the future music teacher and their indicators based on the praxeological approach is effective, it contributes to the formation of incentives and value orientations to mastering methodological activities; understanding the essence, characteristics and requirements of methodological activities; the ability to creatively implement effective methodological activity, the formation of emotional and volitional involvement in methodological activity and the mastery of communicative activity based on the established assertiveness - all of the above contributes to the effectiveness of the methodological activity of the future music teacher as a whole. As a result of the study, the effectiveness and efficiency of the model of criteria for the formation of the components of the methodological readiness of the future music teacher and their indicators on the basis of the praxeological approach was experimentally tested.

The research has limitations and they relate to the fact that the object of our research was only student-future teachers of music and musical art. That is why other professions should be considered in the future.

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Analysis of the formation of the methodological readiness of future teachers of musical art
Análise da formação da prontidão metodológica de futuros professores de arte musical
Análisis de la formación de la preparación metodológica de futuros profesores de arte musical

Resumo
O objetivo principal do estudo é a formação e verificação experimental da eficácia e eficiência do modelo de critérios para a formação dos componentes da prontidão metodológica do futuro professor de música e seus indicadores com base na abordagem praxeológica. A seção de controle e comparação dos resultados dos grupos experimentais e de controle dos futuros professores mostraram que o modelo proposto de critérios para a formação dos componentes da prontidão metodológica do futuro professor de música e seus indicadores baseados na abordagem praxeológica é eficaz, contribui para a formação de incentivos e orientações de valor para o domínio das atividades metodológicas, compreensão da essência, características e requisitos da atividade metodológica, a capacidade de implementar criativamente a atividade metodológica eficaz, a formação do envolvimento emocionalmente volitivo na atividade metodológica.

Palavras-chave: Professor. Futuro professor. Futuro professor de música. Modelo.

Abstract
The principal goal of the study is the formation and experimental verification of the effectiveness and efficiency of the model of criteria for the formation of the components of the methodological readiness of the future music teacher and their indicators based on the praxeological approach. The control section and comparison of the results of the experimental and control groups of future teachers showed that the proposed model of criteria for the formation of the components of the methodological readiness of the future music teacher and their indicators based on the praxeological approach is effective, it contributes to the formation of incentives and value orientations for mastering methodological activities, understanding the essence, characteristics and requirements methodological activity, the ability to creatively implement effective methodological activity, the formation of emotionally volitional involvement in methodological activity.

Keywords: Teacher. Future teacher. Future music teacher. Model.

Resumen
El objetivo principal del estudio es la formación y verificación experimental de la efectividad y eficiencia del modelo de criterios para la formación de los componentes de la preparación metodológica del futuro profesor de música y sus indicadores a partir del enfoque praxeológico. El apartado de control y comparación de los resultados de los grupos experimentales y control de los futuros docentes mostró que el modelo de criterios propuesto para la formación de los componentes de la preparación metodológica del futuro docente de música y sus indicadores basados en el enfoque praxeológico es efectivo, Contribuye a la formación de incentivos y orientaciones de valor para el dominio de las actividades metodológicas, la comprensión de la esencia, las características y los requisitos de la actividad metodológica, la capacidad para implementar creativamente la actividad metodológica eficaz, la formación de la implicación emocionalmente volitiva en la actividad metodológica.

Palabras-clave: Profesor. Futuro profesor. Futuro profesor de música. Modelo.