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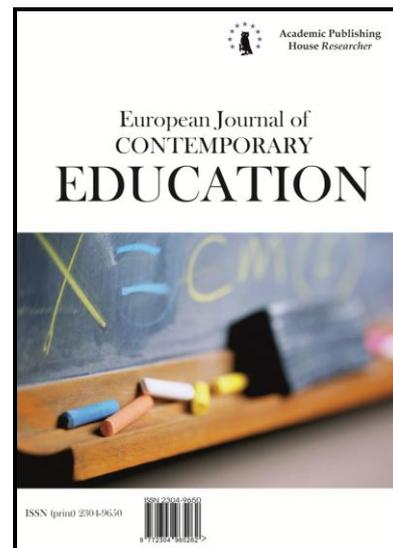
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## **Experience as a Basis for the Professional Development of Future Teacher of Music**

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**Abstract.** This paper investigates the problem of forming the professional and personal experience of the future music teacher as the basis for improving its professional excellence. The aim of the study was the theoretical justification and experimental verification of the contents of the experience gained and pedagogical technology of development of the professional excellence of the future music teacher. The scientific research proved that the essence of the professional excellence of music teachers should be considered as a complex of musical and pedagogical personality traits formed in the process of training, that it is creative and focuses on the social and cultural active end result, i.e. the established high-level commitment to musical and pedagogical activities. The findings of this study indicate that one of the key tasks in training of a music teacher is to develop its professional and personal experience as a prerequisite for improving the professional excellence, professional stability, targeting a wide arsenal of innovative movements, scientific research and high-quality arrangement of the educational and upbringing process.

**Keywords:** professional and personal experience; future music teacher; professional excellence; professional training.

**Introduction.** The modern society characterized by social and economic transformations, high rates of changes taking place in the country and the world, and rapid technological advances set the tasks to the educational system, the solution of which would contribute to improvement of the level of professional training of the future music teachers. So today the problem of professional training of students in the higher educational institutions, improvement of the learning content, development and implementation of the latest methods of teaching professional disciplines in practice of the Higher School is quite relevant. The pedagogical education is focused on practical

results, experience of personal activities, and development of attitudes which lead to fundamental changes in the training of future professionals. The effectiveness of reforms in higher education depends primarily on the level of professional skills of the teacher as the integrated personality characteristics, which ensures the success and effectiveness of its career, directing its qualitative professional self-improvement and self-actualization.

#### *Problem of Research*

One of the key issues of pedagogy is the process of accumulation of professional and personal experience of the future music teacher as the basis for improvement of its professional skills. The modern methods of teaching music are the example of new approaches through the deepening of methodological knowledge, development of appropriate technologies in the theory and practice of music education, development of the general and music culture, and promotion of changes in the minds of students on the importance of professional skill of a music teacher. The implementation of competence-based approach in the structure of training of a future music teacher provides broad opportunities for the educational needs of individuals, providing the flexibility of a comprehensive, general cultural and scientific training of the future professionals, enhancing their social security in the labor market and integration into the global educational and artistic community.

However, in our view, the structure of training of the future music teachers contains a series of contradictions, in particular between the needs of students in high-quality preparation for professional career and the lack of sound scientific methods of teaching the relevant professional disciplines, between the objective nature of the study and the integrated nature of music and educational activities; between the modern professional requirements for music teachers and their actual professional and personal experience. All these aspects point to the appearance of an acute need in creating a qualitatively new approach to scientific theoretical and practical training of music teachers due to the transformation processes in the music-teaching educational field.

It is the social conditionality of the problem of forming a vocational competence-based type of the music teacher personality and evaluation of its experience as an important prerequisite of updates in teacher education, and highlighting of the professionally and socially relevant personality characteristics of a modern school teacher therein led to the need to study this problem by us. The professional and personal experience of the future music teacher combines the procedural and productive aspects of its activity. The said section is considered a fundamental structural component of professional pedagogical activity, causing high efficiency of its implementation, and is a clear indication of the intellectual and practical readiness of the student to resolve any professional and creative tasks and deal with various environments in the system of vocational training. The criteria of professional skills of the teacher are feasibility (in direction), performance (as a result), dialogueness (the nature of relationships with students), optimality (in the choice of means) and creativity (content) (Nikitina, Zheleznyakova & Petukhov, 2002). The qualitative characteristics of professional skills will be the outcome of the following processes: professional self-identification and vocational guidance, vocational activities, professional activities, professional competence and professional experience. That is why the subject of our study is the content and technology of improvement of the professional skills of the future music teacher.

#### *Research Focus*

In scientific papers the study of the problem of forming the experiences as a combination of qualities determining the effectiveness of the individual covered the following areas: individual experience (Laktionov, 1998), personal experience (Muzyka, 2007), aesthetic experience (Zyazyun, 1976), art and aesthetic experience (Shevnyuk, 1995), moral and aesthetic experience (Oleksyuk, 2006), musical and aesthetic experience (Zavadzka, 1993).

Andreiko (2002) defines the professional excellence as a high-level feature of educational activities. The criteria for pedagogical skills of teachers are such signs of its activity as humanity, scientific basis, educational appropriateness, optimal nature, effectiveness, democracy, and creativity (originality).

Rudnytska (2002) explores the professional excellence as a professional characteristic of the teacher's ability to find effective means of influencing the students to achieve the educational effect. She argued that professional excellence is often reduced to the skills of educational technology.

However, it is only one component of the excellence manifested. The master teacher has advantages to a skilled teacher not only by the ability to design the educational process, but also by a combination of deep knowledge and personal and professional qualities.

Excellence is the highest form of expression of the activity of a teacher's personality in the profession, the activity based on humanism and disclosed in the appropriate use of methods and tools for teaching interaction in each situation of training and education (Zyazyun, 2002). The conceptual study by Zyazyun (2002) of the essence of professional skills is based on the principles of a person-activity approach to training future teachers, broad involvement of creative types of work, elements of theater pedagogy and public speaking in the educational process, as well as effective interaction between teachers and students. The presented concept considers the teacher's as the "teacher's supreme creativity, manifested in the appropriate use of methods and means of teaching interference in each situation related to training and education.

The category of "professional excellence" is often considered together with the category of the "professional competence". Thus, some authors insist that the concept of professional excellence is basic, broader, and the professional competence is a component of professional excellence (Barbina & Schedrolosyeva, 2005), the others argue that the professional excellence is the highest level of professional competence development and the latter is the foundation of teaching excellence (Dubasenyuk, 1994), yet the others believe that these phenomena are equal in importance, interdependent and share another phenomenon, the professionalism or pedagogical culture (Zanina & Menshikova, 2003; Kurlyand, 1995), and some authors even say that they are identical.

The structure of vocational skills is composed of the following components: a humanistic orientation as the main pivot around which the excellence is formed, professional and pedagogical competence, which includes two components: professional (music) and psycho-educational, which are interacting and complementary, musical and pedagogical skills, representing the binary unity of the general educational and special musical abilities, teaching and performing technique, the individual psychophysiological basis of which is the features of emotional sphere of the musicians and includes two groups of skills: musical and professional skills of the teacher of music and skills that allow purposeful shaping of students' personality.

It is therefore necessary to focus on the content peculiarities of the nature of the teacher's professional excellence, to find out why the experts have insufficient professional and personal experience and creativity, the desire for self-knowledge and productive acmeological development.

## **Methodology of Research**

### *General Background of Research*

The object of the study was the process of professional training of future music teachers. The subject of the study is the content and technology of improving the professional skills of music teachers in the course of higher education. The aim of the study was the theoretical justification and experimental verification of the content of the experience gained and pedagogical technology of formation of the professional excellence of the future music teacher. In accordance with the objectives, the following tasks were identified: to determine the nature, content and structure of the category of "professional excellence", to analyze the formation of performances skills of the future music teacher as a necessary condition for improving the professional excellence; to justify the criteria and levels and to diagnose the levels of professional excellence of music teachers; to test the effectiveness of educational technology of improving the professional excellence of the future music teacher experimentally.

The methodological basis of research are the following main provisions of the theory of cognition on the unity of processes and mutual interdependence of phenomena of objective reality, the philosophy of humanism as the theoretical basis of education, philosophy of art education as a science of patterns of the focused process and the outcome of mastery of artistic values and the associated development of a personality through art, systemic approach as a methodological way of learning the cultural, artistic and educational facts, phenomena, processes, cultural approach, whereby the formation of personality of a future teacher is considered in the context of its involvement in art and culture, turning its heritage into the culture of a particular individual, personal-active approach whereby the optimal development of the individual takes place in the process of its successful mastering of the subjectively and objectively meaningful profession.

The theoretical basis of the study is scientific ideas in philosophy, pedagogy, psychology, art history, modern interdisciplinary research findings on various areas of teacher training, development of the principles and mechanisms of formation of professional skills in the pedagogical process of high school, and identification of the ways to optimize this process from the standpoint of acmeological development of students.

#### *Sample of Research*

To clarify the initial state of formation of the professional excellence we conducted a reciting experiment. In the entry-level manifestation of self-improvement possession we relied on the theoretically developed criteria and levels of mastery of this process. The reciting experiment covered the students of Music Teaching Faculty of the Art Institute of Borys Hrinchenko University of Kyiv (total 60 people, 3<sup>rd</sup> to 5<sup>th</sup> year students), university teachers and teachers of secondary schools.

The studies problem was investigated by analysis, comparison of measured values, and their qualitative and quantitative characteristics with reference values of the level of professional excellence. Depending on the objectives of the study and category of respondents we expected to specify the targets. To obtain the unprejudiced and reliable data about professional training of students in the art academies, as well as on innovative approaches to the development of the creative personality of the future professional in general, much attention was paid to the information recorded in documents. We analyzed individual plans of teachers and students and departmental journals.

#### *Instrument and Procedures*

To establish the levels of development of professional excellence of the music teachers in reciting experiment we used a range of methods, which included the teacher observation, questioning, testing, surveys, ratings, and interviews. We have used the variation of some methods according to the process under study in order to obtain an objective, accurate and diverse information. This contributed to a deeper penetration into a mechanism of improvement of the professional excellence in learning.

The first phase of the reciting experiment was focused on search and orientation; its purpose was to assess the orientation of students to improve their professional excellence, their activity and awareness of their own actions in the process. To address this goal, a survey was conducted. According to the estimates by students of their own professional excellence recorded in the questionnaire forms, we determined their activity in and awareness of the process.

According to our findings, we divided the students into those improving the level of their professional excellence without clear objectives and their own program, i.e. spontaneously (low level), those self-improving in some areas and achieving certain results (intermediate), and those fluent in methods and means of improving their professional excellence (high level). Thus, 50.7% self-improve their excellence at a low level, they have no self-improvement program, so these respondents rated their own actions critically, 39% self-improve their excellence at an intermediate level, are babble of self-improving and provide their self-development and self-education rather well. Acme-level (the highest level of one's abilities) was reached by 3.3% of students who self-improve according to their own program and show a creative approach to solving the musical and pedagogical problems. Also, we found 7% of respondents who did not seek to improve their level of professional excellence.

The second phase of the reciting experiment was associated with determination of levels of professional skills development using our defined criteria, such as motivation, education, performing and teaching, as well as self-esteem nature. For easy distribution of students by proficiency in self-improvement we used a 100-score system. Thus, the distribution of scores by levels was as follows: level I (low) - 20-40 scores, level II (intermediate) - 41-80 scores, level three (high) - 81-100 scores. Accordingly, we also divided the number of scores by the criteria and their values.

It was found that 40% of students are aware of the role of self-improvement in their own professional development, but the improvement of professional skill for them is only preparation for lectures, practical and individual classes, and elimination of gaps that arise when missing classes. 24.4% relate their own self-improvement with improvement of professional skills of teachers (they believe that a teacher should always encourage students for professional growth).

28.8% believe that their willingness to improve their own skill level is determined by the readiness for classes and formation of skills in independent work. 6.8% identified that teachers' formalism negatively affects their activity.

To determine the attitudes of students to their future musical and educational activities, we found their attitude to specific musical activities, including music teaching and performing, during the interviews. The received verbal information allowed stating that not all students studying at the Music Teaching Faculty have positive attitude to the profession of the music teacher, because some students prefer only performing activities.

Thus, a high level of attitude to music educational activities was shown only by 30% of the respondent, 26.7% showed the intermediate level, and 43.3% showed the low level. At the same time a high level of attitude toward performing activities was shown by 34%, intermediate level by 38% and low level by 28%. This suggests that not all students are willing to work with children in the future, and that the students often learn in musical and pedagogical faculties only because they failed to enter the higher music performance schools.

The next stage of the experimental work was aimed at experimental verification of the effectiveness of educational technology of improving the professional skills of the future music teacher.

It must be emphasized that in the course of training of a future music teacher the idea of integral forming the professional and personal experience of students is implemented through an integrated approach. Integrity is a unity of goals, objectives, contents, methods and forms of educational influence and interaction. An integrated approach to building professional and personal experience of students is a holistic system of dialectically interrelated scientific and pedagogical principles, methods and tools for learning. The complexity in shaping the experience of a future professional is a way to optimize the educational process, the basis for formation of a fully developed personality. Formation of experience of the future music teachers necessitates the organic unity of formation, training and education, integration of teaching, research and educational work in a holistic educational process. Today it is one of the main requirements of an integrated approach, and it follows from the essence of the priorities facing the higher education in the environment of education modernization.

The forming experiment consisted of three stages; each stage had its own structure which was a part of the methodological and organizational framework of the forming experiment.

In order to develop the adequate self-esteem at individual classes at the first stage, we used the method of modeling the teaching situations, when the students acted as teachers, and gave a reasonable rating to their own actions.

The objective of the second phase of the forming experiment was the continued work at the technology of improving the professional excellence, the priority component of which was determined as the professional and creative development. In this context the development of acquired skills of goal-setting, and the ability to make a plan of self-improvement gained special importance. The successful mastery of the content of this phase indicated qualitative methods of mastering the professional and creative development, especially the development of educational, musical ability, improvement of performing skills and physiological features. These goals were achieved during performance of the following tasks: work according to the microstudy system; writing of summary to music works, compilation of repertoire lists in addition to the school curriculum for music, self-scheduling of the work at a piece of music, and target-setting training.

It should be noted that at this stage of the forming experiment the leading method was the microstudy. Microstudy is the teacher-organized pedagogically expedient way of mastering skills and for future musical and educational activities by students, in the course of which some elements of future professional activity are practiced deliberately and systematically. The main feature of this method is that the student acts as the teacher, and thus it practices the required skills prior to teaching practice at the school.

In the technology of improving the professional skills an important role was played by the combination of information teaching methods with methods aimed at organization of independent learning of students. The informational methods shall include the method of verbal explanation of the role and importance of the music teacher in society and upbringing of the harmoniously developed personality to the students in the course of music education. After all, the disclosure of

great opportunities and prospects of its profession to the future music teacher stimulated the students to learn.

The next step was an independent planning of the process of work at the piece of music by the student from the introduction to public performance. We asked the students to draw up a plan of mastering one of the pieces from the repertory list previously compiled by them and to learn it. Before performing this task the students were provided with information sheet for self-scheduling of the work process and were proposed to study the required papers using the self-education methods.

The starting point for a plan was the emotional and semantic analysis of the work, based on which the means of implementing the plan were designed. The implementation of these artistic and expressive means to demonstrate the imagination and emotional content occurred independently, and the teacher only consulted when necessary. The peculiarities of use of this method were that the student had to be clearly aware of the ultimate goal of the interpretation plan and the specific tasks of each stage of its implementation.

The aim of the third phase was to test the effectiveness of the technology for improvement of professional skills of the future specialists and activation of the previously learned knowledge. At this stage, the future teacher of music (violin) alone showed a level of professional excellence in terms of teaching practice in schools.

The qualitative indicator of this stage was mastering of a musical instrument as a means of musical and aesthetic education and development of students and the teaching technology tool. During teaching practice, the students analyzed the experience of applying the methods for improvement of teaching methods and performance skills by teachers, kept the diary of teaching observations, in which they analyzed the results of educational activities, determined the desirable changes and prospects for their own professional development, diagnosed the students' self-improvement peculiarities as a result of influence of teachers, developed and implemented the strategies and tactics in the relationship with them, conducted lessons and extra-curricular educational activities at the highly effective level. All these measures helped not only updating, generalization and deepening the previously learned theoretical knowledge and gained practical skills in the technology of improving the professional excellence, but also monitoring the overall level of mastering this technology.

The last stage has allowed testing the effectiveness of the technology for improvement of professional excellence of the future specialists, since to attain the high-level the students were forced to activate and show all acquired knowledge.

#### *Data Analysis*

In determining the quality of performance activities the performances at examinations and academic concerts was analyzed. In particular, the quality of technical and artistic embodiment of the musical image was taken into account. The concert and performing activities, in our opinion, is an effective means of improving the skills of the future music teacher, so it was chosen by us as the one that that helps students get rid of excessive stiffness and contributes to devising specific psychophysical freedom.

The comparison of results by the quality of performance activities shows that the use of the technology for improving professional excellence improves the performance skills of the future music teachers because it allows each student to develop its own program of improving the performance, while the traditional method can not consider the full range of the required changes to improve skills and does not equip students with methods required thereto.

**Results of Research.** As a result of scientific research we proved that the essence of the professional excellence of music teachers should be considered as a complex musical and pedagogical personality traits formed in the process of training; it is creative and focuses on the social and cultural active end result, the established high-level commitment to musical and pedagogical activities, and reflects the relationship unique for the future professional and integrative semantic content of the components of artistic and aesthetic, psychological and educational components on reflexive basis.

These results demonstrate the effectiveness of the technology for improvement of professional excellence, since it promotes a positive attitude towards the future music and

educational activities, changes the motivation for improving the professional excellence towards its activity and sustainability, and provides theoretical training on excellence formation, promotes the inclusion of students in teaching, music and creative activity, improves the quality of performance activities, feasibility and effectiveness of use of the instrumental performing activities as a means of musical development of students and educational technology, mastering of the teaching improvisation level as an indicator of fluency in music, teaching and verbal offhand, and promotes the formation of prospective and dynamic self-esteem.

Comparison of the control and reciting overview findings in the experimental group of students showed that, following the experimental work, the majority of students showed an increased level of formation of professional and personal experience, and changed the attitude to the future music and educational activities and their own professional skills.

**Discussion.** An indispensable condition for improvement of professional excellence of the future music teachers, in our view, is to develop the performing skills and performing activities which we define as a psycho-physiological feature of the personality which integrates the emotive volitional action, including possession of a certain type of music and performing activities and is expressed in the willingness to interpret the music to the audience, resulting in a qualitatively new changes in all spheres of the music teacher personality (intellectual, emotional, volitional, etc.) and their dynamic development. By integrating the motivational, cognitive, emotional, volitional and practical (technological) components with individual personality characteristics, the performance activity enhances its capabilities.

This study does not cover all aspects of the problem. The issues related to the definition of a coherent set of the professionally significant qualities of the future professional, identification of dependencies in formation of professional skills of music teachers from their humanistic orientation, artistic and pedagogical skills, binary blend of music teaching and artistic creative abilities, and well as enhancement of the students' independent work in the course of various teaching practices require the further study and scientific substantiation.

**Conclusions.** Thus, the results of the study indicate that one of the key tasks in training a music teacher is to develop its professional and personal experience as a prerequisite for improving its professional excellence, professional stability, targeting a wide arsenal of innovative movement, scientific research and quality of the educational process. The formative experiment findings made it possible to ascertain the positive dynamics on the levels of professional skills of the students in the experimental group compared with the control one, indicating the effectiveness of the proven teaching principles of educational technology in improvement of professional skills of music teachers. The formation of professional and personal experience of the future music teacher today is only possible on the basis of special staged professional training, combining it with scientific and theoretical advances of teaching science, organizational and technological developments, best practices, achievements of the world's leading art and science schools, providing a high level of skill and continuity of training in development of the future professional as a highly qualified specialist.

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### **Опыт как основа совершенствования профессионального мастерства будущего учителя музыки**

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**Аннотация.** В статье исследуется проблема формирования профессионально-личностного опыта будущего учителя музыки как основы совершенствования его профессионального мастерства. Целью исследования является теоретическое обоснование и экспериментальная апробация сущности сформированного опыта и педагогических технологий развития на данной основе профессионального мастерства будущего учителя музыки. В результате научного поиска доказано, что сущность профессионального мастерства будущих учителей музыки целесообразно рассматривать как комплекс музыкально-педагогических свойств личности, который формируется в процессе профессиональной подготовки, носит творческий характер и ориентируется на социокультурный деятельностный конечный результат – сложившуюся на высоком уровне готовность к музыкально-педагогической деятельности. Результаты проведенного исследования указывают на то, что одной из ключевых задач подготовки будущего учителя музыки является формирование его профессионально-личностного опыта как необходимого условия совершенствования профессионального мастерства, профессиональной стабильности, ориентации в широком арсенале инновационного движения, научных разработок и качественной организации учебно-воспитательного процесса.

**Ключевые слова:** профессионально-личностный опыт; будущий учитель музыки; профессиональное мастерство; профессиональная подготовка.