

socio-economic effect. The research prospects lie in a comprehensive approach to the development of the educational environment, combining digitalization, practical orientation, integration with production, and a competency-based approach. This will allow improving the quality of training of electrical engineering specialists and their competitiveness in the labor market.

Key words: *educational environment, college, professional training, innovative pedagogical technologies, future electrical engineering specialists.*

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INTERDISCIPLINARY APPROACH TO THE TRAINING OF FUTURE MUSIC TEACHERS IN THE CONTEXT OF EUROPEAN INTEGRATION

The article presents a theoretical analysis of the interdisciplinary approach to the training of future music teachers in the context of European integration of educational systems. The relevance of modernizing teacher education in accordance with the principles and strategic guidelines of the European Higher Education Area and the initiatives of the European Commission is substantiated. The essence of the concept of “interdisciplinary integration” is revealed as a system-forming principle of professional training that ensures the development of holistic professional readiness of a future teacher. The structural components of professional readiness (motivational-value, cognitive, activity-based, and reflective) are identified, and their connection with the competence-based educational paradigm is characterized.

European educational practices of curriculum integration are analyzed, including the implementation of integrated courses, project-based learning, the STEAM approach, and international academic mobility (in particular within Erasmus+). A structural-block model of interdisciplinary integration in the training of future music teachers is proposed, encompassing target, content, organizational-activity, and evaluation-result components. It is proven that the implementation of an integrative approach contributes to the development of systemic thinking, intercultural competence, professional mobility, and readiness for innovative pedagogical activity within the European educational space.

Key words: *interdisciplinary integration, readiness for professional activity, future music teachers, European integration, competence-based approach, professional competences, quality of education, pedagogical activity, pedagogical technologies.*

Introduction. The current stage of development of higher pedagogical education is characterized by active integration processes, caused by the deepening of cooperation between European countries and the transformation of national educational systems in accordance with

common standards and values. European integration of educational systems involves harmonization of the structure, content and learning outcomes, ensuring transparency of qualifications, academic mobility and improving the quality of specialist training. In this context, the modernization of professional training of future teachers, who must be able to work in an open educational space, intercultural interaction and constant change, is of particular importance. Traditional models of subject-specific isolated training no longer fully meet the requirements of the time, which makes the need to update the content, forms and methods of training of pedagogical personnel urgent.

One of the key areas of such renewal is the strengthening of interdisciplinary integration, which ensures the integrity of the professional thinking of the future teacher, forms the ability to comprehensively solve pedagogical tasks and promotes the development of a critical and creative approach to the organization of the educational process. The growth of the role of interdisciplinarity in modern pedagogical education is also due to the transition to a competency-based model of learning, within which professional readiness is considered as an integrative formation that combines knowledge, skills, values, experience and the ability to reflect.

The formation of a common educational space within the European Higher Education Area has brought to the fore the issue of harmonization of educational standards, improvement of quality assurance mechanisms, implementation of student-centered learning and development of academic mobility. Scientific research emphasizes that the transformation of pedagogical education is taking place under the influence of the competency paradigm, orientation on learning outcomes and integration of national systems into pan-European educational processes.

The issue of an interdisciplinary approach in the training of future teachers in the context of European integration of educational systems is revealed in modern scientific discourse through a combination of theoretical and methodological principles of knowledge integration, transformation of educational paradigms, and strategic guidelines for the development of the European educational space.

Analysis of relevant research. The theoretical foundations of the study are based on the analysis of scientific sources devoted to the problems of modernization of pedagogical education in the context of European integration. The theoretical prerequisites of interdisciplinarity are thoroughly covered in the work of A. Shulhay et al., who consider interdisciplinary

integration as a component of problem-oriented learning, emphasizing its role in the formation of systemic thinking and professional mobility of a specialist (Shulhay et al., 2018). Although the study was conducted in medical education, the proposed approaches are universal in nature and can be adapted to pedagogical training. The ideas of the evolution of educational paradigms, in particular the transition from a knowledge-based to a competency-based model, are revealed in the article by N. Batechko and M. Mykhailichenko, which focuses on the integration of learning content and the transformation of the teacher's role (Batechko & Mykhailichenko, 2020). The conceptual foundations of professional and pedagogical training based on innovative technologies are substantiated in the doctoral research of I. Bogdanova, which lays the foundations for the implementation of integrative educational models (Bohdanova, 2003). The development of metadisciplinarity as a tool of pedagogical innovation is presented in the research of O. Liba, where the integration of knowledge is considered as a factor in the formation of a holistic educational result (Liba, 2023).

The European dimension of the problem is highlighted in the works of Ukrainian comparative scholars and researchers of educational policy. The article by D. Voronina-Pryhodii analyzes the progress of EU countries in achieving the indicators of the European Educational Space, which demonstrates the strengthening of integration mechanisms in secondary education (Voronina-Pryhodii, 2024). O. Hlushko reveals the evolution of Ukraine's European integration in the field of school education, focusing on regulatory harmonization and institutional changes (Hlushko, 2024). A. Dzhurylo's study is devoted to the EU integration policy in the field of early childhood education and emphasizes the need to harmonize national strategies with European standards (Dzhurylo, 2024).

The interdisciplinary approach as a strategy for the development of higher education in the EU countries was thoroughly analyzed by A. Ishchenko, who defines it as a priority mechanism for the modernization of educational programs, the development of academic mobility and the formation of key competencies (Ishchenko, 2022). The scientific report by O. Lokshyna outlines the integration directions of Ukraine's entry into the world and European educational spaces, which creates a strategic basis for reforming pedagogical education (Lokshyna, 2025).

The phenomenon of interdisciplinarity in the context of professional development of an individual is studied by O. Steshenko, emphasizing its importance for the formation of a flexible trajectory of a professional career

(Steshenko, 2023). The work of V. Tkachenko, B. Usatov and R. Shmygol emphasizes the role of interactive technologies in the implementation of an interdisciplinary approach, proving that their use increases the readiness of future specialists for the complex solution of professional tasks (Tkachenko et al., 2023).

In the broader context of the transformation of the educational space, the research of O. Topuzov is significant, dedicated to the problems of educational losses and mechanisms for their compensation in conditions of martial law, which actualizes the need for integrative approaches to the content of education (Topuzov et al., 2023). The collective review edition edited by O. Topuzov and O. Lokshina analyzed the prospects for the development of the European Research Area, which indirectly affects the modernization of teacher training (Topuzov et al., 2024). The research of O. Shparyk reveals current trends in the integration of school systems in the European Union, emphasizing the importance of intersectoral and interdisciplinary interaction (Shparyk, 2024).

The European dimension of the problem is specified in the analytical materials of the European Commission. The report *European Universities – A Key Pillar of the European Education Area (2024)* emphasizes the role of university alliances in the development of interdisciplinary programs, mobility and innovation. The report *The European Higher Education Area in 2024: Bologna Process Implementation Report (2024)*, prepared by the European Education and Culture Executive Agency, records progress in the harmonization of educational structures, quality assurance and implementation of learning outcomes. An important normative reference point remains the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015)*, which define framework approaches to internal and external quality assurance. Official resources of the European Higher Education Area and the Council of Europe detail the principles of the Bologna Process, in particular student-centeredness, mobility and mutual recognition of qualifications.

Thus, the analysis of the presented sources shows that the interdisciplinary approach is considered as a strategic resource for the modernization of pedagogical education in the context of European integration. A common trend is the focus on competency-based learning outcomes, innovative technologies, academic mobility and harmonization of educational standards. At the same time, further research is required to develop a holistic model of interdisciplinary training of future teachers of

music, adapted to the Ukrainian educational context, taking into account European integration processes.

The relevance of the study is due to the need for theoretical understanding and practical implementation of interdisciplinary integration as a strategic resource for the modernization of pedagogical education in the context of European integration.

Aim of the Study. The aim of the article is to theoretically substantiate and analyze the role of interdisciplinary integration in the formation of professional readiness of future teachers in the context of European integration of educational systems.

To achieve this goal, the following research tasks have been defined: to analyze European approaches to the integration of educational content and determine their impact on the modernization of pedagogical training; to clarify the essence of the concept of "interdisciplinary integration" in the context of professional education of future teachers; to outline the structural components of professional readiness as an integrative personal and professional education; to develop and propose a model of integrative training of future teachers of music, focused on European educational standards and principles of interdisciplinarity.

Research Methods. The methodological basis of the study is a complex of general scientific and special methods aimed at a systematic understanding of interdisciplinary integration in the training of future teachers in the context of European integration; the leading ones were the analysis and synthesis of scientific sources, regulatory and strategic documents of the European Commission, the conceptual foundations of the European Higher Education Area and materials of international cooperation programs, in particular Erasmus+, which allowed us to identify key approaches and trends in the modernization of teacher education. Comparative pedagogical analysis and generalization of international practices provided a comparison of national and European training models, outlining the structural components of a teacher's professional readiness and identifying ways to adapt European experience to the Ukrainian educational context.

Results. In modern scientific discourse, interdisciplinarity is considered one of the leading principles of organizing the educational process, ensuring the integrity of knowledge and the formation of systemic thinking. The theory of interdisciplinary integration is based on the idea of interpenetrating the

content of different academic disciplines, creating integrated courses, using project-based learning and problem-oriented methods.

Ukrainian and European researchers emphasize that interdisciplinary integration is not limited to the mechanical combination of educational subjects, but involves the conceptual interaction of content lines, common goals and agreed learning outcomes. In pedagogical training, this means the formation of the future teacher's ability to integrate knowledge from pedagogy, psychology, teaching methods, information technologies and related fields to solve professional tasks.

A separate aspect is the connection of interdisciplinarity with the competency-based approach. The concept of competency-based learning defines the outcome of education as an integrated complex of knowledge, skills, abilities, values, and experience of activity, which actualizes the need for the synthesis of different branches of knowledge. In this context, interdisciplinary integration acts as a mechanism for the formation of key and professional competencies of a future teacher.

In scientific works, the professional readiness of a future teacher is interpreted as an integrative personal and professional formation, which includes motivational and value, cognitive, activity and reflective components. The motivational and value component reflects the professional orientation, awareness of the social significance of pedagogical activity and readiness for constant self-development. The cognitive component covers a system of professional, psychological and pedagogical and interdisciplinary knowledge. The activity component characterizes the formation of practical skills and abilities for organizing the educational process, the ability to innovative activity. The reflective component involves the ability to self-analysis, critical reflection of one's own experience and correction of professional activity.

The European approach to teacher training complements this structure with an intercultural dimension and an orientation towards the internationalization of education. Academic mobility programs, in particular Erasmus+, create conditions for the formation of intercultural competence, the development of communication skills and the ability to work in a multinational educational environment. The internationalization of education is considered as a systemic process of integrating the international, intercultural and global dimension into the content, goals and organization of educational activities.

Therefore, interdisciplinary integration is an important factor in the modernization of pedagogical education in the context of European integration, which ensures the formation of a holistic professional readiness of the future teacher, corresponds to the competency paradigm, and contributes to the development of intercultural interaction in the modern educational space.

Analysis of European educational practices shows that interdisciplinary training of future teachers is a sustainable trend in the development of higher pedagogical education. Within the European Higher Education Area, the integration of educational content is considered as a tool for improving its quality, relevance and compliance with modern socio-cultural challenges.

One of the leading directions is the introduction of integrated courses that combine the content of several disciplines around a common problem or professional task. Such courses are aimed at forming a holistic vision of pedagogical activity, developing systems thinking and the ability to apply knowledge in complex situations. Integrated educational modules often combine pedagogy, psychology, teaching methods, digital technologies and intercultural studies.

An important component of interdisciplinary training is project-based learning, which involves organizing the educational process through the implementation of practice-oriented tasks. Project activities stimulate students' independence, responsibility and creativity, and contribute to the integration of theoretical knowledge and practical skills. In European universities, the practice of interfaculty projects, in which future teachers collaborate with students of other specialties, is widespread.

Special attention is paid to the implementation of the STEAM approach (Science, Technology, Engineering, Arts, Mathematics), which combines natural science, technical and artistic components of education. STEAM-oriented programs expand the traditional boundaries of subject training, contribute to the development of creativity, digital competence and innovative thinking of the future teacher.

A significant role in the development of interdisciplinarity is played by international academic partnerships, implemented with the support of the European Commission and academic mobility programs, in particular Erasmus+. Joint educational programs, double diplomas, international research projects contribute to the exchange of innovative methods and the formation of an integrated educational environment.

Based on the theoretical analysis, a model of interdisciplinary integration in the training of future teachers of music has been developed, which has a structural-block structure and includes target, content, organizational-activity and evaluation-result components.

The target block defines the strategic goal - the formation of the professional readiness of the future teacher of music to work in the conditions of the European educational space. It provides for an orientation to the competence result, the development of intercultural competence, professional mobility and the ability to innovate.

The content block covers the integration of academic disciplines at the conceptual and content levels. This includes the development of integrated courses, interdisciplinary modules, the implementation of project-oriented tasks, and the inclusion of international and intercultural components in curricula.

The organizational and activity block involves the use of interactive teaching methods, teamwork, academic mobility, participation in international projects and joint research initiatives. Within this block, special attention is paid to creating an educational environment that stimulates cooperation, creativity and reflection.

The assessment and outcome block is aimed at determining the level of professional readiness. It involves the development of assessment criteria and indicators (motivational, cognitive, activity and reflective components), the use of formative assessment and self-assessment, as well as the analysis of the results of students' participation in interdisciplinary and international projects.

The proposed model ensures the systematic and holistic training of future teachers of music, combining national traditions of pedagogical education with European innovative practices.

We believe that international cooperation is an important factor in shaping the professional readiness of future music teachers. Academic mobility, implemented through exchange programs, internships, and joint educational projects, contributes to the expansion of professional worldview, the development of adaptability, and readiness to work in a multicultural environment.

Joint educational modules and international courses ensure the integration of different pedagogical traditions, stimulate critical reflection on one's own experience, and develop the ability for interdisciplinary thinking. Participation in international academic partnerships promotes the

introduction of innovative methodologies, digital tools, and new forms of learning organization.

An important result of international interaction is the development of intercultural communication as a component of a teacher's professional competence. The ability to effectively interact with representatives of different cultures, to tolerantly perceive diversity, and to integrate international experience into one's own pedagogical practice enhances the readiness of a future teacher for professional activity in a globalized educational space.

Therefore, international cooperation and interdisciplinary integration are complementary factors in the modernization of pedagogical education and the formation of a competitive specialist capable of operating effectively in the European educational environment.

The obtained research results confirm the relevance of interdisciplinary integration as a strategic direction of modernization of pedagogical education in the context of European integration. Comparison of the conclusions with the results of modern European research demonstrates their conceptual consistency with the trends in the development of higher education within the European Higher Education Area. In particular, European scientists emphasize the need to transition from a disciplinary-fragmented model of training to an integrated, competency-oriented system that ensures the formation of a holistic professional thinking of the teacher. In this aspect, the proposed model of interdisciplinary integration correlates with the approaches supported by the European Commission in the context of the development of key competencies and student-centered learning.

Comparative analysis shows that European universities are actively implementing integrated educational modules, project-based learning, digital and STEAM practices, as well as international educational partnerships. Similar trends are gradually developing in Ukrainian higher education institutions, however, the level of systematicity and institutional support for interdisciplinary initiatives remains uneven. At the same time, the results of the study indicate that the implementation of an integrative approach has a positive impact on the formation of motivational, cognitive, activity and reflective components of future teachers' professional readiness.

Among the advantages of an interdisciplinary approach, it is worth highlighting the formation of systemic thinking, the ability to comprehensively solve professional tasks, the development of critical and

creative thinking, increasing adaptability and professional mobility. The integration of educational content helps to bring the educational process closer to the real conditions of pedagogical activity, stimulates cooperation and interaction between different fields of knowledge. In addition, interdisciplinarity creates favorable conditions for the internationalization of the educational process, in particular through participation in academic mobility programs, such as Erasmus+, which strengthens the intercultural competence of future teachers.

At the same time, the implementation of interdisciplinary integration in Ukrainian higher education institutions is accompanied by a number of problems. Among them are the normative inertia of educational programs, the dominance of the traditional subject structure of curricula, the lack of readiness of teachers for teamwork and integrated course design, and limited resources for international cooperation. A separate challenge is the need to change the educational culture - the transition from reproductive forms of learning to active, research and project methods. Thus, the implementation of the interdisciplinary model requires systemic support at the institutional and state levels, as well as advanced training of scientific and pedagogical workers.

Conclusions. The conducted study made it possible to formulate a number of theoretical generalizations regarding the role of interdisciplinary integration in the training of future teachers in the context of European integration of educational systems. Firstly, interdisciplinary integration is defined as a system-forming principle of modernization of pedagogical education, which ensures the integrity of professional training and the formation of integrated professional readiness. Secondly, it was established that the professional readiness of a future teacher has a multi-component structure (motivational-value, cognitive, activity and reflective), and its effective formation is possible under the condition of a purposeful combination of the content of different disciplines, the implementation of project learning and the development of intercultural competence. Thirdly, it is proven that the integrative model of training correlates with the conceptual principles of the European Higher Education Area and the strategic guidelines of the European Commission regarding the development of key competencies.

The possibility of implementing the proposed provisions in the context of European integration is due to their compliance with the principles of academic mobility, student-centered learning and ensuring the

quality of education. The integrative approach can be adapted to the requirements of international educational programs and projects, in particular initiatives implemented within the framework of Erasmus+. Its implementation will contribute to increasing the competitiveness of graduates of pedagogical specialties and strengthening the positions of Ukrainian higher education institutions in the European educational space.

Prospects for the development of international cooperation are associated with the expansion of the participation of higher education institutions in joint scientific and educational projects, the creation of international interdisciplinary educational modules, the introduction of double degree programs and the development of academic mobility. Further research can be aimed at empirically testing the effectiveness of the proposed model in international partnership, developing criteria for assessing intercultural competence and analyzing the impact of integrative learning on the professional mobility of future teachers.

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АНОТАЦІЯ

Царик Ольга, Писарчук Оксана, Кричківська Оксана. Міждисциплінарний підхід у підготовці майбутніх учителів музичного мистецтва в контексті європейської інтеграції.

У статті здійснено теоретичний аналіз міждисциплінарного підходу у підготовці майбутніх учителів музичного мистецтва в умовах європейської інтеграції освітніх систем. Обґрунтовано актуальність модернізації педагогічної освіти відповідно до принципів та стратегічних орієнтирів *European Higher Education Area* і ініціатив *European Commission*. Розкрито сутність поняття «міждисциплінарна інтеграція» як системоутворювального принципу професійної підготовки, що забезпечує формування цілісної професійної готовності майбутнього вчителя. Визначено структурні компоненти професійної готовності (мотиваційно-ціннісний, когнітивний, діяльнісний, рефлексивний) та охарактеризовано їх зв'язок із компетентнісною парадигмою освіти. Проаналізовано європейські освітні практики інтеграції змісту навчання, зокрема впровадження інтегрованих курсів, проектно-орієнтованого навчання, STEAM-підходу та міжнародної академічної мобільності (зокрема в межах *Erasmus+*). Запропоновано структурно-блокову модель міждисциплінарної інтеграції у підготовці майбутніх учителів музичного мистецтва, що охоплює цільовий, змістовий, організаційно-діяльнісний та оціночно-результативний компоненти. Доведено, що реалізація інтегративного підходу сприяє формуванню системного мислення, міжкультурної компетентності, професійної мобільності та готовності до інноваційної педагогічної діяльності в європейському освітньому просторі.

Ключові слова: міждисциплінарна інтеграція, готовність до професійної діяльності, майбутні вчителі музичного мистецтва, європейська інтеграція, компетентнісний підхід, фахові компетентності, якість освіти, педагогічна діяльність, педагогічні технології.