

(Shabanova, M. N. (2010). Formation in ethnoculture of the future teacher in fine arts. *Scientific notes*, 4 (16), 229-233).

SUMMARY

Ovcharenko Nataliia, Chystikova Yana. The meaning of ethnoculture in teacher of musical art in interdisciplinary in scientific discourse.

The article is dedicated to defining the meaning of the concept in ethnoculture of musical art teachers. It is also actual for modern music and pedagogical education in Ukraine. The aim of the work is theoretical substantiation of the concept of "ethnic culture in a music teacher" on the basis of interdisciplinary scientific discourse. Phenomenological, dialectical interdisciplinary, ethnocultural and logical-conceptual scientific methods of cognition were used to achieve the goal. Hence, there have been changes in the concepts of cultural knowledge: in the twentieth century: theological, dialogical, historical and cultural concepts; in the XXI century: spiritual, value, ethnosociological concepts in defining the meaning of the concept of "culture" over the past century. It is emphasized that "ethnicity" is a community that has a common origin, language, beliefs, culture, territory, and "ethnic" is also a manifestation of natural and cultural characteristics in formation of a nation, there lived those historical human communities. They had their own ethnic component – tribes, nationalities and nations. So ethnopedagogical culture of the teacher is interpreted as a systematic, personal and professional entity, it is manifested in the formation of ethnic culture in students, that includes the values of folk pedagogy of a particular ethnic group, ethnopedagogical competence. The study provided a theoretical basis for the concept of "ethnocultural teacher of musical art as a dynamic, systematic personal and professional entity, that is also a set of interrelated worldview values of historical, cultural, life, music and folk traditions of a particular ethnic society, other ethnic groups and ethnocultural, ethnopedagogical and music-folk knowledge, applied skills and abilities in music-pedagogical activity". The study has theoretical and practical significance for determining the structure of this phenomenon and testing the efficiency of the methods in this formation.

Key words: *ethnos, ethnic, culture, culture of personality, ethnocultural competence, ethnocultural training, ethnoculture, ethnoculture of personality, ethnopedagogical culture, teacher of musical art.*

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THE CONTENT OF MASTER OF EDUCATION PROGRAMMES IN CANADIAN UNIVERSITIES

Educational programmes that prepare future professionals in education have been reviewed in this article. A report from the Association of Canadian Deans of Education, which reflects that high quality professional teacher education, together with active and responsible education policies, is the foundation of civil society and Canada's future in a global context, was examined.

Two master's programmes at the University of Alberta and the University of Toronto are analysed. The programmes include compulsory courses, elective courses and a research component. It is argued that Canadian Master's degree programmes

include a significant number of subjects which contribute to professional competence of a competitive graduate.

Key words: *Master Degree, programme content, university, education in Canada, teacher education, graduate training, higher education.*

Introduction. The field of education occupies a leading position in higher education in Canada because of its importance in society and its role in teaching, learning and the education of students, pupils and adults. Master of Education (MEd) in Canada is trained through a system of universities, which provide students with opportunities to develop knowledge, skills and attitudes necessary for their future careers. Ukrainian education is going through a complex path of Europeanization and improvement and it is characterized by significant changes. Therefore, the study of the content component of MEd training in Canada is relevant because of its feasibility for implementation in domestic education.

Analysis of relevant research. The issue of Master's education is currently the subject of extensive academic debate. Master's education has been considered by the following scholars: V. Crisco, R. Cooman, S. Gieter, R. Pepermans, C. Bois, R. Caers, M. Jegers, L. R. Wiest, E. Oikonomidou.

For a comprehensive analysis of the issue under study, we approach the university acts, mandates and Master of Education programmes, namely: Quality Assurance Principles for Ontario's Universities; Quality Assurance Framework; Graduate Degree Level Expectations; The University of Toronto Act; Post-Secondary Learning Act; Alberta Universities Act.

The aim of the article is to investigate the content of Master of Education programmes in Canadian universities.

Research methods. The following research methods were used to study the specifics of the issue under consideration: analysis, synthesis, comparison, synthesis, concretization, which provided the opportunity to investigate the source database, to formulate initial statements and to highlight key ideas; system-structural and content analysis was applied to specify the content of Master of Education programmes.

Results. Master's education programmes prepare future specialists for independent professional practice in education and science. The programmes include courses that focus on the principles and practices of management in universities and higher education systems, the study of higher education as an object of applied research, and prepare students for work in administrative centres of educational administration. Such programmes include courses in higher education economics and finance; educational policy and planning; curriculum studies; labour relations; higher

education policy; research in higher education; institutional research; marketing and promotion; problems of evaluation, accountability and philosophy (CIP, 2016).

The Association of Canadian Deans of Education (ACDE) report outlines that high quality professional and teacher education, together with proactive and responsible education policies, is the foundation of civil society and Canada's future in a global context. The role of the educator in civil society is that of a public intellectual, and high-quality professional and teacher education and sound educational policies are essential to the development of individuals and society (ACDE. *Five Year Plan*, 2020).

The ACDE seeks to develop new educational leaders by mentoring current administrators and aspiring teachers in key areas such as personnel management, funding allocation, public speaking, philanthropy and employee relations, as well as leading change and building a culture of high performance. As outlined in the ACDE report, the aim of teacher education is to prepare a future specialist educator who has mastered the theoretical knowledge of education and the methodology of its application, is able to connect past experiences with the present and foresee the consequences of their actions and attitudes towards others, discover the causes of the phenomena they observe and self-actualise in complex life situations. Master's training aims to develop the competences needed to understand the pedagogical components, the content of the core pedagogical institutions, and the application of forms and methods of teaching. Masters should be prepared to serve society by being committed to human and professional dignity, fairness, impartiality, empathy and high moral standards in a multicultural environment.

Some examples of typical titles for Master's degree programmes are: "Library and Information Studies", "Higher Education", "Studies in Teaching and Learning", "Indigenous Studies in Education", "Educational Leadership", "Educational Leadership and Policy", "Educational Leadership and Management", "Curriculum and Pedagogy", "Learning and Technology", "Interdisciplinary", "Language and Literacies Education", "Adult Education and Community Development", "Health Sciences Education", "Educational Studies", "Educational Policy Studies", "Educational Psychology", "Elementary Education", "School and Applied Child Psychology".

The results of the research on the content of Master of Education programmes in Canada indicate that they cover a significant number of disciplines to build professional competence of a competitive graduate

whose future teaching career will be focused on implementing educational policies of the institution where he/she will be working and providing learning, teaching and research in the relevant field.

Master's degree programme in the faculties of education at universities in Canada comprises 30-60 ECTS credits and last from two to five years, depending on the university and the mode of study, and involve mastering a number of general compulsory disciplines and writing a research paper, aiming to provide theoretical and practical knowledge in education and, where appropriate, other related disciplines. Graduates will be able to formulate research questions and address research findings within an appropriate methodological framework; engage in research activities that contribute to significant, ethical and equitable research; synthesise theoretical and practical ideas, and where appropriate link these to their research papers; plan and conduct independent educational research using valid and reliable methods; present ideas with accuracy and conciseness; demonstrate the ability of the student to reflect on and communicate their ideas in a meaningful way (*Graduate Degree Learning Expectations*, 2021).

Master of Education programmes cover specific compulsory courses that foster and develop skills in fundamental issues, problems and principles of education. Consider two master's programmes at the University of Alberta and the University of Toronto.

The Ontario Institute for Studies in Education at the University of Toronto has developed program Master of Education (MEd): Online Teaching and Learning. The programme is designed with flexibility in mind and is intended for students interested in participating in research in distance education who wish to teach and develop online courses effectively. The field aims to help every student become an effective online teacher, developing powerful online courses through the judicious and effective use of new technologies.

The programme includes three core courses: Foundations of Curriculum Studies, Instructional Design of Online Courses, Theoretical Foundations of Online Teaching and Learning. There are also three electives that students can choose from:

- “Introduction to Knowledge building”;
- “Computers in the Curriculum”;
- “Constructive Learning and Design of Online Environments”;
- “Educational Applications of Computer-Mediated Communication”;
- “Introduction to Artificial Intelligence in Education”;

- “Blended Learning: Issues and Applications”;
- “Social Media and Education”;
- “Design and Development of Online Content, Media, and Artifacts”;
- “Data Gathering and Assessment in Online Course”;
- “Immersive Technology in Education: Virtual Reality and Augmented Reality Applications”;
- “Digital Media and Practices for a Knowledge Society”;
- “Knowledge Media and Learnings”.

Also as part of the electives, students in the MA programme are eligible to participate in any course in a broader specialisation.

The final stage is to produce research that contributes to and reflects the ability to undertake independent research activities in the chosen field.

The MEd: Online Teaching and Learning can be taken on a full-time or part-time basis. Full-time students usually take three courses in the fall and winter sessions. Part-time students take one course per session (*MEd: Online Teaching and Learning - Program Structure, 2021*).

The University of Alberta’s Masters Programme in Educational Studies is a course-based programme requiring 30 graduate courses, including: 24 core courses and the completion of two three-week summer internships, one during the first year and one during the second year. Compulsory courses in the programme include: “Foundations of Curriculum”, “Fundamentals of Educational Research”, “Introduction to School Improvement”, “Leadership in Educational Settings”, “Leadership for Educational Change”, “Planning for Educational Change”, “Conducting Educational Research”, “Program Synthesis” (*University of Alberta Calendar, 2021*).

This programme includes the opportunity to choose three courses of three credits each of the elective courses that combine theory and practice, as indicated in the academic calendar. These can be studied separately as part of open study or as elective courses within the graduate programme (in consultation with the programme advisor). These include: “Leadership School Foundations”, “Leadership Schools: Theory into Practice”, “System Leadership: Theory and Practice”, “First Nation, Metis, and Inuit Property in Leadership Schools”, “Career-long Professional Education: Theory, Models and Frameworks for Educational Gender and Educational Leadership”, “Leadership in Time of Disruption – Renewing the Futures of Public Education in Alberta”, “Leadership in Catholic Education”, “Leading School Operations”, “Parents and Education: Theory, Policy and Practice”, “Strategic

Law in School Leadership”, “Teaching and Leading”, “Psycho-Social-Emotional Health”, “Futures of Assessment and Accountability in School Systems”, “Futures of the Professions: Global Forces Reshaping Integrity Teaching and School Leadership”, “Differentiated Instruction”, “Reconstructing Teaching and Learning: Bridging The”.

The programme completes with a Capstone course, which aims to summarise the knowledge, skills and competencies acquired during the Master’s programme.

The MEd in Educational Studies offers leadership development for educators and administrators. The program is designed to provide theory, skills, and insights into practice that can be readily applied in the workplace. The program, designed for working professionals in a wide number of areas, is completed in two years through a combination of summer residencies and online courses in a cohort model (Crisco, 2003).

It is relevant to note that a lot of Master of Education programmes, in particular at Dalhousie University, University of Western Ontario, Universite Laval, MacGill University, Department of Education at the University of Toronto have noted the development of future teachers’ moral and professional skills and the ability to identify and address educational issues in political, social and multicultural contexts.

Additional responsibilities for students engaged in research projects and theses have also been clarified, which include:

1. Preparing a research plan and timetable in consultation with the supervisor as a basis for monitoring the progress and completion of all stages of the research. Fully participating in the research project or thesis is necessary so that the research will be completed on time.

2. Completing the courses which are required for the research topic. This may include health and safety courses or whether specific university requirements exist.

3. Informing the supervisor of the progress and results of the study through regular meetings and open communication. Providing evidence of the study as requested by the supervisor or supervisory committee part in accordance with the timetable set at the beginning of the programme. If the research progresses in an unexpected direction, master student should meet with their supervisor to discuss the problem, determine how to proceed, and review goals/assignments/timelines as soon as possible.

4. The student should provide the supervisor with a detailed written summary of the discussion. Conduct regular consultation meetings to keep

the student informed of the progress and results of the study. Ensure that all records, files, documents are properly stored after the research work is completed. Ensure that the plan is agreed with all staff.

5. Providing drafts of the thesis, the major paper or materials as well as a copy of the original data at the request of the supervisor for review and submission to the examination board.

6. If research data is received or developed, the student and the supervisor must have constant access to it.

Significantly, students on Master's programmes develop many different types of skills. Hard skills (i.e. technically specific skills) and soft skills (employability skills, basic skills) are developed at different levels depending on the subject area and level of study. Examples of hard skills include doing precise, item-specific work, using equipment and selling products or services. Examples of soft skills include taking responsibility, adapting to change, problem solving, accessing information, and working under pressure. Also, each skill can be classified as transferable (can be used in more than one situation), self-managing (allows you to work in different situations or environments) or specialised (related to a specific job or task) (Munro, 2020).

Graduate students can also seek advice and support from university services and resources as needed. A source of such support is Student Accessibility Services, which can help with deadlines and regulations relating to registration, graduate study issues and degree requirements.

Conclusions. The results of a study of the content of the Canadian Master's of Education programmes indicate that they cover a significant subject area to develop the professional competence of a competitive graduate student whose future teaching career will be focused on implementing the educational policies of the institution where he or she will be working and providing learning, teaching and research in the relevant industry.

The study has revealed that Canada has an effective system for training future teachers in the structure of university education, which is characterized by universality, autonomy, integrity, meets modern scientific requirements and trends in educational development, aimed at preparing a competitive specialist with the level of knowledge, skills and abilities.

Considering the content of Master's programmes in education in Canada, we can state that they will obtain:

– a solid theoretical foundation in research related to teaching and learning;

- a practical orientation to the courses;
- an opportunity to develop a broad range of modern technologies.

The combination of theoretical, academic and practical experience during a Master's degree program will enable graduates to apply for teaching positions and advance their careers in different educational contexts, such as mentoring, curriculum development, teaching in the workplace and others.

Prospects for further research could be the question of the content of PhD programmes in education and comparison with those of Ukrainian universities.

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АНОТАЦІЯ

Степанець Микола. Зміст програм підготовки магістрів освіти в університетах Канади.

У статті розглянуто освітні програми, які готують майбутніх фахівців у сфері освіти. Підготовка магістрів освіти в Канаді реалізована через систему університетів, які забезпечують студентів можливостями засвоювати знання, формувати й розвивати необхідні вміння і навички для майбутньої професійної діяльності.

Розглянуто звіт Асоціації канадських деканів освіти, у якому висвітлено, що високоякісна професійна педагогічна освіта разом із активною та відповідальною освітньою політикою є основою громадянського суспільства та майбутнього Канади у глобальному контексті. У звіті також зазначено, що роль педагога у громадянському суспільстві – це роль інтелектуала, а якісна професійна педагогічна освіта та розумна освітня політика необхідні для розвитку особистості й суспільства.

Виявлено, що підготовка магістрів у галузі освіти спрямована на формування компетентностей, необхідних для розуміння педагогічних компонентів, змісту основних педагогічних інститутів, застосування форм і методів навчання. Магістри освіти повинні бути готові до служіння суспільству, будучи відданими принципам людської та професійної гідності, справедливості, неупередженості, співпереживання й дотримання високих етичних стандартів в умовах мультикультурного середовища.

Проаналізовано програми підготовки магістрів освіти в Університеті Альберти та Університеті Торонто. Вони складають, як правило 30 кредитів ECTS та тривають від двох до п'яти років залежно від університету та форми навчання, і передбачають опанування низки загальнообов'язкових дисциплін та написання наукового дослідження. Програми підготовки магістрів освіти охоплюють спеціальні обов'язкові курси, які сприяють формуванню та розвитку вмінь і навичок з фундаментальних питань, проблем та принципів освіти. Це має надати теоретичні і практичні знання в галузі освіти й, за необхідності, інших суміжних дисциплін для формування професійної компетентності конкурентоспроможного випускника.

Ключові слова: магістратура, зміст програми, університет, освіта Канади, педагогічна освіта, підготовка магістрів, вища освіта.