

*research method that combines historical, historical and cultural, theoretical, stylistic, genre, semantic, and functional methods.*

*The conclusions note that the Chinese style of piano music is characterized by a complex interaction of traditional artistic thinking (which is based on mentality, religious and philosophical attitudes and values) and the influences of Western piano culture. The idea of contemplation has been embedded in Chinese culture since ancient times: it has been cultivated in religious practices, emphasized in ancient religious and philosophical teachings, and embodied in traditional Chinese art. Through the creation of art and its contemplation (reception), a person is able to join the world harmony. The images of contemplation are diverse in their form of manifestation (related to nature, philosophy, religion, etc.), but their primary source is the desire to comprehend the harmony of the universe. In piano works, this semantic basis is embodied by means that have been developed in European compositional practice (the principle of ostinato, variant repetition, macro-ostinato, etc.). The complex interaction of the traditional and the foreign requires performers to be especially sensitive to the musical text, which hides semantic overtones, in order to comprehend the fullness of the meanings and convey them to the audience. In this case, the program titles are the first impetus for the performer's interpretation.*

**Key words:** *Chinese musical culture, Chinese piano music, Chinese style, traditionality, programmatic, images of contemplation, piano miniature, performance interpretation.*

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## **ORGANIZATIONAL FOUNDATIONS OF THE PEDAGOGICAL SYSTEM FOR THE FORMATION OF THE EARLY PROFESSIONAL IDENTITY OF FUTURE TEACHERS IN PROFESSIONAL AND PEDAGOGICAL TRAINING.**

*The article substantiates the organizational foundations of the pedagogical system of forming the early professional identity of future teachers: the contextual environment was characterized (professional, professional-pedagogical training of future teachers, professional-pedagogical training of second-year students); was justified the unity of the pedagogical system, which integrated the theoretical (study of pedagogical educational disciplines), practical (passing educational pedagogical practice) and scientific-research (conducting scientific pedagogical research) components united by a common educational goal; is highlighted the analysis of the structure and volumes of the system of professional and pedagogical training of the first (bachelor) level of higher education of educational programs in the specialty 014 Secondary education (by subject specializations), which were accredited by the National Agency for Higher Education Quality Assurance.*

**Key words:** *higher education, higher education quality, identity, professional training of a teacher, early professional identity of a future teacher, professional and pedagogical training, discipline "Pedagogy", educational pedagogical practice, scientific pedagogical research, school and university project.*

**Formulation of the problem.** In the Concept "New Ukrainian School" (Kontseptual'ni zasady reformuvannya seredn'oyi shkoly «Nova ukrayins'ka shkola», 2016), the teacher is defined as an agent and driver of educational reforms, without which progressive progress is impossible. The future teacher's understanding of the high social mission of the teaching profession, his own role in educational innovations, awareness of himself as the creator of the educational process, lay the foundation of professional identity, which, along with the theoretical basis of professional training, methodical mastery, requires self-knowledge, self-understanding and self-development of future teachers.

The determining environment for the formation of the professional identity of future teachers is the academic professional community. In the course of studying at a higher education institution, there are qualitative changes in the student's professional development. It is here that the ideal ideas about the profession, formed in childhood, confirmed at the stage of choosing a professional path, are transformed into a real awareness of oneself as a representative of the chosen profession, a practical test of oneself in the profession takes place by the future teacher, and the main identification characteristics that reflect his belonging to the teaching profession begin to form. The future teacher's emotional and positive acceptance of his belonging to professional training at the early stages of professional training ensures a thorough, more conscious mastery of the profession, the future teacher's activity in professional formation, building prospects for professional self-development.

The formation of the early professional identity of future teachers (Kovalenko, 2021a) was carried out in the process of professional and pedagogical training of the future teacher of the second year of study of the first (bachelor) level of higher education and was a pedagogical system, as an interconnected and interdependent set of theoretical (study of pedagogical educational disciplines), practical (passing educational pedagogical practice) and scientific research (conducting scientific pedagogical research) components, united by a common educational goal, general scientific and didactic approaches, principles and implemented in the educational and scientific pedagogical process.

The study substantiates organizational principles of the pedagogical system for forming early professional identity of future teachers in higher education professional-pedagogical preparation institutions.

**Analysis of current research.** The international normative foundations of professional pedagogical training laid down by the ILO/UNESCO Recommendation concerning the Status of Teachers (1966) and The UNESCO Recommendation concerning the Status of Higher-education Teaching Personnel (1997) with a user's guide, the Lisbon Agreements (1997) on the recognition of qualifications in the field of higher education, Sorbonne Joint declaration on harmonisation of the architecture of the European higher education system by the four Ministers in charge for France, Germany, Italy and the United Kingdom the declarations of the Bologna process regarding creation of the European space of higher education, the Pedagogical Constitution of Europe (2013) and other documents and regulations.

The initial regulatory provisions for the development and formation of pedagogical education in Ukraine are based on the provisions of the Constitution of Ukraine, the National Strategy for the Development of Education in Ukraine for the period until 2021 (2013); Laws of Ukraine "On higher education" (Pro vyshchu osvitu, 2014), "On education" (Pro osvitu, 2017), "On full general secondary education" (Pro povnu zahal'nu serednyu osvitu, 2020), "On vocational and technical education" (1998), "On extracurricular education" (2000), Conceptual foundations of the development of pedagogical education of Ukraine and its integration into the European educational space (2004), "Concepts of the development of pedagogical education" (2018); Professional standard for the professions "Teacher of primary classes of a general secondary education institution", "Teacher of a general secondary education institution", "Teacher of primary education (with junior specialist diploma)" (Pro zatverdzhennya profesiynoho standartu za profesiyamy, 2020), State standards of primary (2019), basic and full general secondary of education (2020).

Innovative approaches to the professional training of teachers in institutions of higher education are the subject of research by V. Andrushchenko, O. Antonova, A. Boyko, S. Honcharenko, M. Hrynyova, O. Dubasenyuk, I. Zyazyuna, O. Zabolotnaya, G. Ivanyuk. Socio-psychological training in the development of professional identity of a specialist is considered by: I. Vachkov, M. Popil, K. Torop, L. Shneider and others. The involvement of project learning technologies in order to form the professional identity of future teachers in higher education became the subject of research by such scientists as O. Ishchuk, O. Kochkurova, O. Kulish, O. Romanyshina, and others.

According to the research of O. Dubaseniuk, T. Semenyuk, and O. Antonova, the professional formation of a teacher in 1982–90 was influenced by "three cycles of disciplines studied at pedagogical higher education institutions: social, psychological and pedagogical, and special. However, only 10% of educational time was allocated to pedagogical sciences, compared to 25% in developed foreign countries (USA, England, Germany)" (Dubasenyuk, 2003, p. 9).

The modern content of pedagogical professional education in the relevant specialties for different educational and qualification levels of higher education, in accordance with the provisions of the order of the MES of Ukraine № 998 dated 12.31.2004 "On the approval of the Conceptual foundations of the development of pedagogical education in Ukraine and its integration into the European educational space", is determined "industry standards of higher pedagogical education and the standard of higher education of a higher educational institution and, taking into account its features, provides for fundamental, psychological-pedagogical, methodical, information-technological, practical and social-humanitarian training of pedagogical and scientific-pedagogical workers" (Pro zatverdzhennya Kontseptsii, 2004).

The need to modernize the system of professional and pedagogical training is the subject of research by domestic scientists. Thus, O. Dubasenyuk, T. Semenyuk and O. Antonova consider it expedient to introduce the concept of "Single Pedagogical Discipline", which systematically reflects the foundation of the entire pedagogical education of science. Its content includes the following "elements (chapters): 1) theoretical and methodological foundations of pedagogy (philosophy of upbringing and education); 2) theory of learning and education; 3) the theory of national education and self-education of the individual; 4) problems of school studies; 5) history of foreign and domestic pedagogy; 6) ethnopedagogy; 7) the basics of pedagogical skills; 8) technology of educational process; 9) sociology of education. Each of the elements of the "Unified Pedagogical Discipline" includes the following structural components: the goal, the subjects of the education and training processes, the subject of their joint activity, and the means of pedagogical interaction" (Dubasenyuk, 2003).

The current analysis of scientific research on the training of future teachers revealed a lack of research highlighting the integration of professional pedagogical training of second-year students with the aim of developing the professional identity of future teachers. In this study, the

organizational principles of the pedagogical system of forming the early professional identity of future teachers in the institution of professional and pedagogical higher education, which unites professional pedagogical training as a single educational and scientific project, are substantiated.

**The purpose of the article:** дослідити та обґрунтувати organizational principles of the pedagogical system for forming early professional identity of future teachers in higher education professional-pedagogical preparation institutions

**Research methods.** Achieving the goal and solving the set tasks involved the use of the following methods: theoretical - categorical-terminological and comparative-paradigmatic analysis - to substantiate the theoretical and methodological foundations of the study of the problem of forming the early professional identity of future teachers by means of project-training technologies; modeling, surveying, testing, summarizing the pedagogical experience of teachers, self-analysis, self-observation in order to characterize the organizational foundations of the formation of the early professional identity of future teachers by means of project-training technologies.

**Presentation of the main research material.** Pedagogical education is "a system of professional training of pedagogical workers for the implementation of pedagogical activities" (Pro zatverdzhennya Kontseptual'nykh zasad rozvytku pedahohichnoyi osvity, 2018). In the Law of Ukraine "On Education" (2017), pedagogical activity is defined as "intellectual, creative activity of a pedagogical (scientific-pedagogical) employee or a self-employed person in formal and/or informal education, aimed at training, education and development of the individual, his general cultural, civic and/or professional competencies" (Pro osvitu, 2017).

The content of the fundamental training of pedagogical workers involves the study of "theoretical foundations of the specialty in accordance with the requirements for the level of theoretical training of the relevant profile and is based on the latest achievements of science" (Pro zatverdzhennya Kontseptsiyi, 2004). Psychological-pedagogical training involves the study by students of higher education of such established educational disciplines (introduction to the specialty, history of pedagogy, comparative pedagogy, didactics, theory of education, the basics of pedagogical skills, general psychology, age-related, pedagogical, social psychology and other educational disciplines), which are determined taking into account the peculiarities of specialties. Methodical

preparation involves studying methods of teaching subjects and methods of conducting extracurricular and extracurricular work.

Practical training, in accordance with the "Conceptual foundations of the development of pedagogical education in Ukraine and its integration into the European educational space", provides for "the completion of continuous educational and industrial (pedagogical) practices, starting from the third semester of education in higher education institutions" (Pro zatverdzhennya Kontseptsiyi, 2004) . Modern trends in practical training envisage the end-to-end nature of practice starting from the first year. Thus, clause 2.5 of the Concept of the Development of Pedagogical Education states that: "...the scope of practical training... within the mandatory part of bachelor's programs (must start from the first year of study, in different educational institutions and different classes (courses))..." (Pro zatverdzhennya Kontseptual'nykh zasad rozvytku pedahohichnoyi osvity, 2018).

Industrial (pedagogical) practice of students "on graduation courses, as a rule, is carried out at the place of future employment of graduates" (order of the Ministry of Education and Culture of Ukraine No. 998, 2004). It is important to ensure a sufficient amount of practical training. Thus, in the order of the Ministry of Education and Culture of Ukraine No. 776 dated July 16, 2018, "On approval of the Concept for the Development of Pedagogical Education" in clause 2.5. it is stated that: "...the volume of practical training should be at least 30 ECTS credits within the mandatory part of bachelor's programs ... at least half of the volume of practical training should be allocated for industrial practice with independent performance of professional tasks" (Pro zatverdzhennya Kontseptual'nykh zasad rozvytku pedahohichnoyi osvity, 2018).

The development of a pedagogical system for the formation of the early professional identity of future teachers by means of project-based learning technology in institutions of higher education provided for the disclosure of its place in the hierarchy of the system within the framework of the professional-pedagogical system of training a future teacher. This means the study of the relationship and interdependence of the pedagogical system, the components of which are: the system of professional training of future teachers, the system of professional and pedagogical training, the system of professional and pedagogical training of future teachers of students of the second year of study in higher educational institutions (Fig. 1.; Kovalenko, 2021a).

The system of professional and pedagogical training (SPPT) of institutions of higher education is a component of the professional training of pedagogical workers in higher education institutions, provides for the formation of pedagogical competence of future teachers, is provided by pedagogical disciplines, scientific pedagogical research and pedagogical (educational, production) practice.

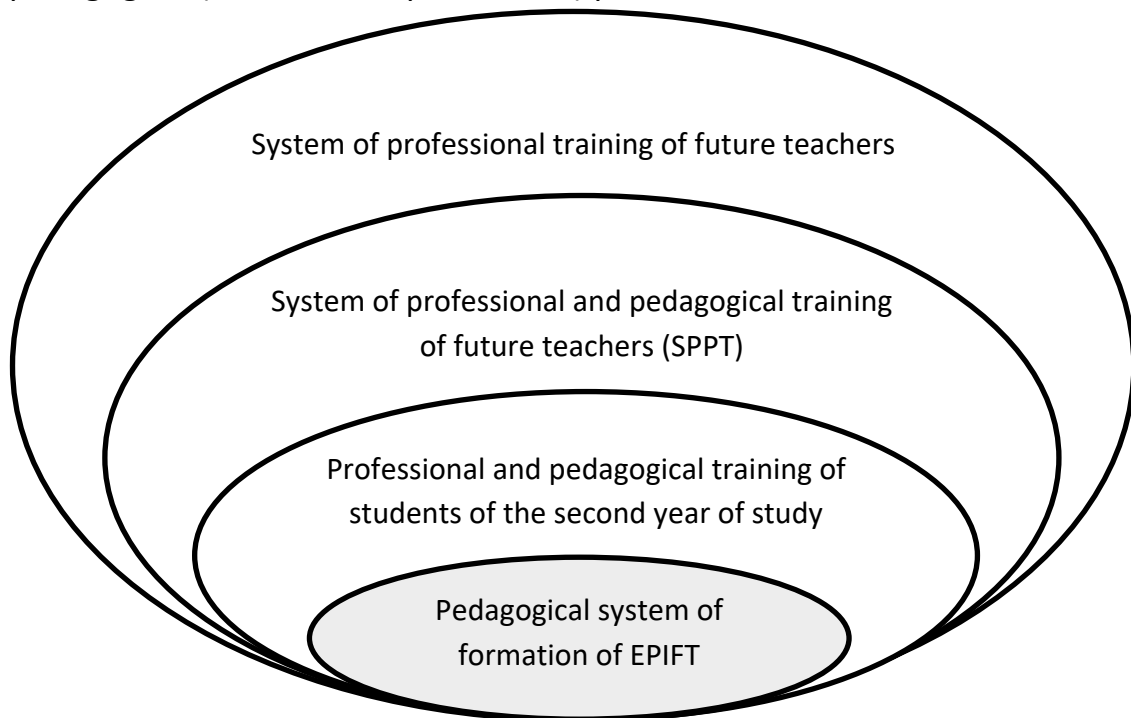


Fig. 1. System of professional training of future teachers

The content of the system of professional training of pedagogical workers is reflected in the educational programs (EPP) of higher education institutions. Educational (educational-professional, educational-scientific or educational-creative) program according to Art. 17 of the Law of Ukraine "On Education" (Pro osvitu, 2017) is defined as "a single complex of educational components (learning disciplines, individual tasks, practices, control measures, etc.) aimed at achieving the educational results provided for by such a program, which gives the right for obtaining a certain educational or educational and professional (professional) qualification(s), may determine a single specialization within its limits or not provide for specialization" (Pro osvitu, 2017).

Analysis of the components and volumes of the system of professional and pedagogical training of the first (bachelor) level of higher education, conducted on the basis of the study of 72 EPPs of higher education institutions of Ukraine, according to which the training of applicants for higher education in specialties 014 Secondary education (by subject

specializations) accredited by the National Agency for quality of higher education, revealed the following state and trends: 1) the system of professional and pedagogical training consists of various combinations of educational disciplines: pedagogy, history of pedagogy, history and general theoretical foundations of pedagogy, comparative pedagogy, foundations of pedagogical mastery, didactics, methods of educational work, theory and methods of education, technologies of educational work, pedagogical technologies, innovative pedagogical technologies in secondary education institutions, admission to a specialty with propaedeutic practice, etc.; course work (on pedagogy, pedagogy and psychology, pedagogy and methodology, etc.); educational pedagogical practice (educational propaedeutic practice, educational work practice, etc.); internship; 2) the content of pedagogical disciplines has a tendency towards integration: the content of pedagogical disciplines, the content of pedagogical and professional disciplines; 3) professional-pedagogical training of future teachers is implemented in 86% of the considered OPPs in the second year of study; in most institutions of higher education, the first pedagogical discipline is "Pedagogy", which is taught with an average volume of 6 ECTS credits; 4) educational components that provide for future teachers to master the methods of the classroom teacher's educational work, the methods of extracurricular and extracurricular work are included in only 36% of the EPP; 5) the amount of practical training has a tendency to increase, but practice with the amount of 30 credits is represented in 16% of the analyzed EPPs.

The system of professional and pedagogical training of students of Sumy Makarenko State Pedagogical University during the research was a system of educational disciplines (introduction to the specialty, pedagogy, history of pedagogy, comparative pedagogy, methods of educational work in children's health centers, methods of educational work of class teachers, etc. ), course study of students and pedagogical practices (educational and production).

The system of professional and pedagogical training of second-year students in our study became the basis for the creation of a pedagogical system for the formation of EPIFT (Fig. 2.).



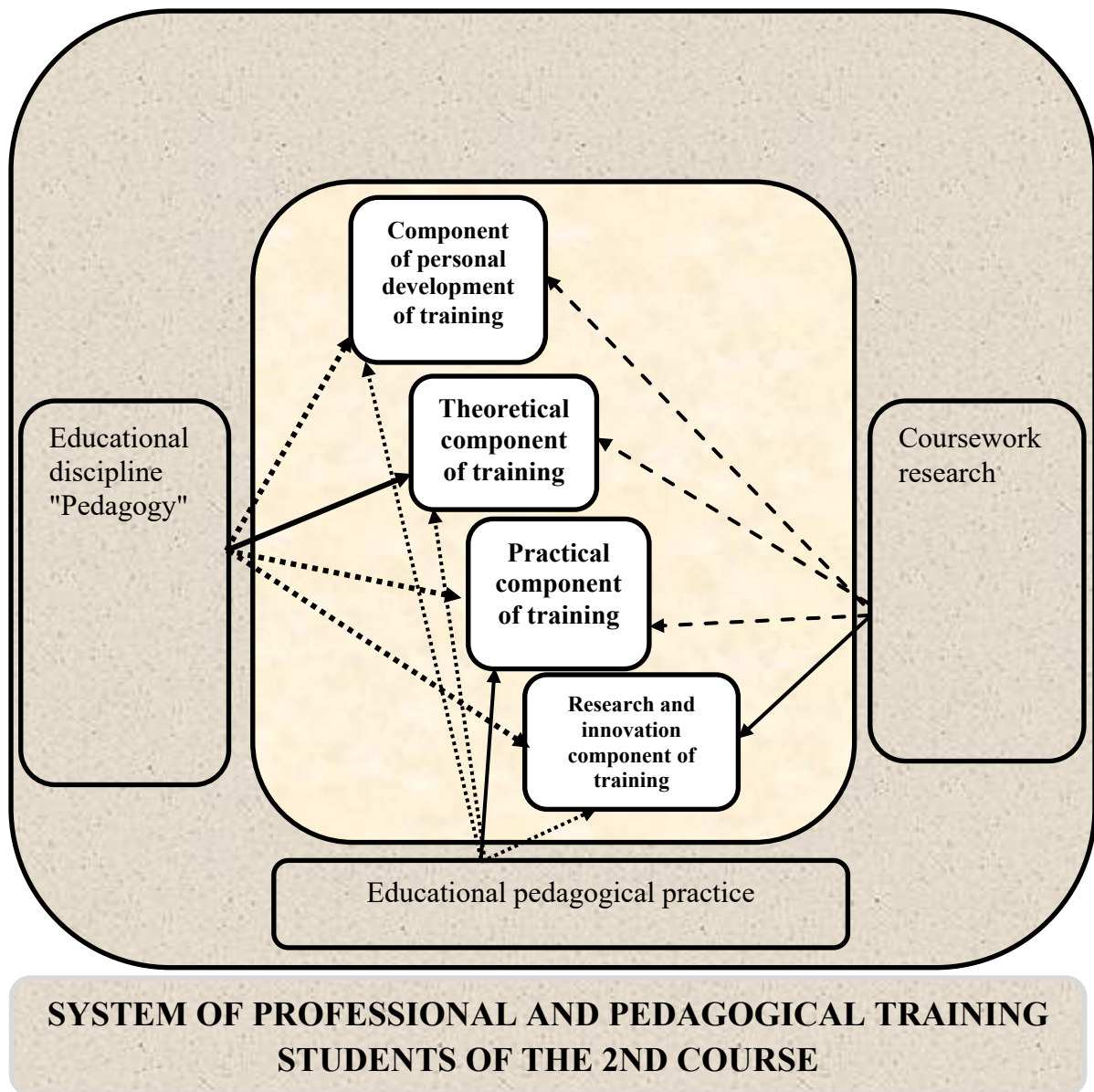


Fig. 2. System of professional and pedagogical training of second-year students of Sumy Makarenko State Pedagogical University

The system of professional and pedagogical training of students of the second year of the first (bachelor) level of higher education is focused on achieving the professional identity of a teacher (Fig. 2.): 1) personal component: image of a teacher, image of pedagogical activity, professional culture, worldview (values, principles, beliefs, knowledge of politics, history, ethics, aesthetics, religion, law, etc.), critical understanding of theories, principles in the field of professional activity; personal qualities (humanity, responsibility, justice, tolerance, leadership, etc.); soft skills; 2) theoretical component: conceptual scientific and practical knowledge of the general foundations of pedagogy, theory and methods of education, didactics, educational management; knowledge of the history of pedagogy, comparative pedagogy; 3) practical component: the ability of a higher education

student to implement educational tasks, implement various forms of educational work, individual work and work with children's and youth teams; 4) research and innovation component: development of innovativeness of future teachers at the level necessary for solving complex professional tasks and practical problems in the field of pedagogical activity or training; knowledge of the basics of pedagogical research methodology; collection of empirical data, interpretation and their application based on the use of general theoretical methods and methods of psychological and pedagogical research for the purpose of studying, testing, developing innovations in pedagogical activity; ability to summarize and present research results.

The educational discipline "Pedagogy" forms a modern image of the profession and professional in future teachers; lays the theoretical foundations of the scientific organization of pedagogical activity, the basis for the study of teaching and education methods. The section "Didactics", which reveals the theory of learning, becomes the basis of special methods. In turn, the "Theory of education" module continues and deepens in the educational discipline "Methodology of educational work", which reveals the system of educational work of the class teacher, extracurricular educational work.

In the system of professional-pedagogical training, the formation of the professional identity of the future teacher, educational pedagogical practice is the first real opportunity for direct acquaintance with the peculiarities of the teaching profession already in the new identity. Educational pedagogical practice "becomes the environment of their professional identification, which allows the future teacher to assert himself in the professional choice made, encourages students to further master the content of professional training disciplines, lays the foundation for the formation of their professional competence" (Kovalenko, 2017b). Practice is "an integral part of the process of training a competent teacher. It is an organic component of the educational process of higher education institutions, providing a combination of theoretical training of students in psychological and pedagogical disciplines with their practical activities at school" (Kovalenko, 2016a, p. 18).

End-to-end pedagogical practice of institutions of higher education is an important condition for the training of competent future teachers. According to the "Regulations on the practice of students of Sumy Makarenko State Pedagogical University" (Polozhennya pro praktychnu pidhotovku, 2023), comprehensive practice includes the following types:

educational, which is divided into special professional and pedagogical; production practice (Naskrizna pedahohichna praktyka, 2019, p. 23). According to the concept developed by the pedagogical departments of Sumy Makarenko State Pedagogical University pedagogical practice has a continuous, end-to-end character. The tasks of each type of practice from year to year "gradually become more difficult, while the content of the practices is based on the content of the previous practices and develops in the following ones, based on the educational tasks of the system of professional and pedagogical training (2nd year - educational discipline "Pedagogy" - educational pedagogical practice; 4 course - educational discipline "Methodology of educational work" - industrial practice in primary school)" (Naskrizna pedahohichna praktyka, 2019, p. 7).

Educational pedagogical practice of II-year students is conducted in grades 5–9 of general secondary education institutions. The purpose of educational pedagogical practice: "formation of the professional competence of future teachers, students of the II year, integration of theoretical training of students from the educational discipline of Pedagogy (chapters: General foundations of pedagogy, Didactics, Theory of education, Educational management) with the practical application of testing the skills and abilities acquired by future teachers of educational work in the student body of grades 5–9 of general secondary education institutions based on the principles and provisions of the "New Ukrainian School" Concept. The specified tasks are implemented in the content, forms and methods of students' work during the period of educational pedagogical practice.

So, in the system of professional and pedagogical training of students of the second year of Sumy Makarenko State University present the integration and end-to-end character of pedagogical disciplines, pedagogical practices; integrated content orientations for the study of the educational discipline "Pedagogy", passing educational pedagogical practice, conducting course pedagogical research; the characteristics of the system of professional and pedagogical training are the complexity, systematic content of pedagogical disciplines, interrelationship and interdependence of development in the system of professional and pedagogical training.

On the basis of the defined approaches to understanding the essence, structure, and modernization of the system of professional and pedagogical training, we defined the pedagogical system of formation of EPIFT as a mutually determined, interdependent, ordered collection of the following elements: procedural (goal, approaches, principles, content, forms, methods,

conditions, stages, pedagogical diagnostics); subjects (students of education, teachers of higher educational institutions, teachers of higher educational institutions), which condition its integrity in the educational process of higher educational institutions, ensure the positive dynamics of the formation of EPIFT - students of the second year of study in the system of professional and pedagogical training of higher education institutions.

**Conclusions from the conducted research.** The substantiation of the organizational foundations of the pedagogical system of forming the early professional identity of future teachers in the system of professional and pedagogical training of institutions of higher education revealed the essence, structure and trends of the development of the system of professional and pedagogical training of future teachers. We believe that the pedagogical system of formation of EPIFT presented in the study, which is the integrity of conceptual-purpose, content-technological and result-prognostic blocks, turns into an integral component of the system of professional training of future teachers, the system of their professional and pedagogical training, provides a significant degree of innovative development and efficiency of the specified systems.

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## АНОТАЦІЯ

**Коваленко Наталія.** Організаційні засади педагогічної системи формування ранньої професійної ідентичності майбутніх педагогів у професійно-педагогічній підготовці.

*Визначальним середовищем формування професійної ідентичності майбутніх учителів є освітній процес за освітніми програми, де трансформуються ідеальні уявлення про професію, сформовані в дитинстві, утверджені на етапі вибору професійного шляху. **Мета статті:** дослідити та обґрунтувати організаційні засади педагогічної системи формування ранньої професійної ідентичності майбутніх учителів. **Методи дослідження:** категоріально-термінологічний аналіз – для сутності категорій дослідження; моделювання, опитування, узагальнення педагогічного досвіду вчителів, самостереження з метою характеристики організаційних засад формування ранньої професійної особистості майбутніх учителів. **Результати та практичне значення дослідження.** Педагогічна система формування ранньої професійної ідентичності майбутніх учителів інтегрувала теоретичну*

(вивчення педагогічних навчальних дисциплін), практичну (проходження навчальної педагогічної практики) та науково-дослідницьку (здійснення наукового педагогічного дослідження) складові, об'єднаних спільною освітньою метою. Аналіз структури та обсягів системи професійно-педагогічної підготовки першого (бакалаврського) рівня вищої освіти, проведений на основі вивчення освітніх програм ЗВО України, за якими здійснюється підготовка за спеціальністю 014 Середня освіта (за предметними спеціалізаціями), що були акредитовані Національним агентством із забезпечення якості вищої освіти, виявив такий стан та тенденції: 1) зміст педагогічних дисциплін має тенденцію до інтеграції: змісту педагогічних дисциплін, змісту педагогічних і фахових дисциплін; 2) запроваджується у 86 % розглянутих ОПП на другому році навчання; у більшості в рамках дисципліни «Педагогіка», яка викладається середнім обсягом 6 кредитів ЄКТС; 4) освітні компоненти, спрямовані опанування методикою виховної роботи класного керівника, методикою позакласної та позашкільної роботи включені лише у 36 % ОПП; 5) обсяг практичної підготовки має тенденцію до збільшення, проте практика обсягом 30 кредитів представлена у 16 % проаналізованих ОПП. Отже проведене дослідження виявило необхідність розширення професійно-педагогічної підготовки майбутнього вчителя, підтвердило ефективність розробленої системи формування емоційно-позитивного прийняття майбутнім учителем педагогічної професії, своєї приналежності до професійного середовища.

**Ключові слова:** вища освіта, ідентичність, професійна підготовка вчителя, рання професійна ідентичність майбутнього вчителя, професійно-педагогічна підготовка, дисципліна «Педагогіка», навчальна педагогічна практика, наукове педагогічне дослідження, проект школи і університету.

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## **ПОЗААУДИТОРНІ ФОРМИ ПРАВОВОЇ ОСВІТИ У ВИЩІЙ ВІЙСЬКОВІЙ ШКОЛІ УКРАЇНИ ЯК ПРОЯВ АКАДЕМІЧНОЇ СВОБОДИ**

У статті висвітлено досвід впровадження різних форм позааудиторної роботи, зокрема гуртків з вивчення права, у закладах вищої військової освіти України у контексті гарантування академічної свободи. Проаналізовано категорію «академічні свободи». Представлено два виміри «академічних свобод»: сприяння інтелектуальному зростанню та помилкова «легкість». Репрезентовано, що академічні свободи – не лише права, а й обов'язки, визначені вказаними міжнародними документами й державними нормативно-правовими актами: підзвітність перед студентами, державою та суспільством, дотримання моральних норм, повага академічних свобод усіх учасників академічної корпорації тощо.

З'ясовано, що вивчення права у проблемних гуртках створює умови для реалізації академічної свободи у вищих військових навчальних закладах при обмеженні інституційної автономії згідно законодавства. Результати дослідження вказують на те, що проблемні гуртки сприяють активному