

digital competence. The levels of the teacher's digital competence are determined: beginner (episodic use of digital technologies in everyday life and professional activity); integrator (systematic use of Internet services in the profession); expert (independently develops and implements digital content). The possibilities of digital tools and platforms used by the teacher for effective interaction and organization of the learning process are considered. It is emphasized that educational sessions using digital tools are characterized by adaptability, manageability, interactivity, the possibility of combining group and individual work, unlimited learning in time. The developed digital competence of the teacher becomes the key to the introduction of new digital tools, effective interaction, the use of information and communication technologies for the organization of productive distance and mixed learning, objective assessment of student success.

Key words: teacher's digital competence, digital tools, digital technologies.

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#### THE ROLE OF SELECTIVE EDUCATIONAL COMPONENTS OF THE PROFESSIONAL DIRECTION IN THE TRAINING OF THE FUTURE TEACHER OF MUSIC ART FOR THE FORMATION OF NATIONAL SELF-AWARENESS OF PUPILS

*The research focuses on the role of selective educational components of the professional direction in the training of the future teacher of music art for the formation of national self-awareness of pupils. It has been found that today the problem of forming national self-awareness goes into the plane of the feeling of inner freedom of a Ukrainian and the desire to defend the interests of the state in the political, economic and cultural sense directly, taking part in it, demonstrating the active position of a citizen, a patriot.*

*It has been emphasized that the special responsibility for the education of the young generation is the charge of the teacher of music art, who is able to effectively form the national self-awareness of pupils by means of Ukrainian musical culture, influencing not only the intellectual, but also the emotional sphere of the personality. The role of the teacher of music art as a translator of the national cultural heritage of the people in the conditions of school practice becomes an important link in the formation of pupils' national self-awareness. It is during this period of schooling that the pupil's ability to self-assert own personality is formed, therefore it is very important that in the process of perceiving the best examples of Ukrainian opera music, they should be able to critically evaluate historical events, identify themselves with people-images, "try on" the roles embodied in the plot lines of works that force them to realize faith in their nation and pride in it in real life.*

*The analysis of psychological-pedagogical literature provides grounds for determining the training of the future teacher of music art for the formation of the national self-awareness of pupils by means*

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of selective educational components of the professional direction as an integral process that includes a persistent desire for work, the presence of knowledge, abilities, skills related to the experience of cultural heritage of the Ukrainian people (songs, rituals, works of Ukrainian classical composers, etc.).

*Key words:* selective educational components, training, future teacher of music art, formation, national self-awareness, pupils.

**The statement of the issue.** Relevance of the research topic. One of the priority directions of the development of Ukrainian society, in particular the system of pedagogical education, is the integration of Ukraine into the single European educational space. Among the important vectors of this movement is the preservation of national traditions and Ukrainian cultural heritage at all levels of education of Ukrainians who heroically defend their independent country during the difficult times of Russian aggression.

The Law of Ukraine “On Education”, State National Program “Education” (“Ukraine of the 21<sup>st</sup> Century”) [7], “National Doctrine of the Development of Education of Ukraine in the 21<sup>st</sup> Century” [8], “Concept of the New Ukrainian School” [5], State Targeted Social Program of National-Patriotic Education for the Period till 2025 [2], orient the training of future teachers of art disciplines to the effectiveness of solving the issues of the formation of national self-awareness of the individual on the basis of universal values embedded in Ukrainian music. According to the Concept of the New Ukrainian school, the organization of the educational process for the formation of a competent individual, who is able to preserve national and cultural dignity in various life circumstances, to show a sense of belonging to the native Motherland, love for the own people, and to consciously fulfill own mission as a person and a citizen contributes to the improvement of the quality of secondary education.

**The analysis of relevant research.** The issues of music teachers' training were directly addressed by (L. Bezemchuk, O. Provorova, V. Fomin etc.) Methods of training future teachers of music to form the national identity of adolescents are found (K. Drozdova-Kucheruk, L. Masol, L. Kondratova, A. Friedrich etc.).

Special responsibility for the education of the young generation rests with the teacher of music art, who, by means of Ukrainian musical culture, is able to effectively form the national self-awareness of pupils, influencing not only the intellectual, but also the emotional sphere of the personality. The role of the teacher of music art as a translator of the national cultural heritage of the people in the conditions of school practice becomes an important link in the formation of national self-awareness of pupils. It is during this period of schooling that the pupil's ability to self-assert own personality is formed, therefore it is very important that in the process of perceiving the best examples of Ukrainian opera music, they should be able to critically evaluate historical events, identify themselves with people-images, “try on” the roles embodied in the plot lines of works that force them to realize faith in their nation and pride in it in real life.

The relevance of the research is determined by the *existing contradictions* between:

- the public order for the training of modern teachers of the new generation to educate nationally self-aware pupils and the lack of the developed and tested methodological toolkit for the professional training of future teachers of musical art, taking into account the requirements of the New Ukrainian School;

- the growing need of each nation to preserve cultural-valuable assets and the real situation regarding the formation of national self-awareness of secondary school pupils at the lessons of the sphere of “Art”, the limitation of hours in educational programs in the specialty 014 Secondary Education (Musical Art) for this type of activity.

**The purpose of the article** is to analyze the role of selective educational components of the professional direction in the training of the future teacher of music art for the formation of national self-awareness of pupils.

**The body of the research.** Today, the problem of the formation of national self-awareness moves into the plane of the Ukrainian's sense of inner freedom and the desire to defend

the interests of the state in the political, economic and cultural sense directly, taking part in it, demonstrating the active position of a citizen, a patriot.

Grounding the concept of “national self-awareness”, the researchers proceed from the fact that, according to its content, this category is located at the intersection of several coordinates. The first coordinate is determined by the degree of manifestation of awareness as a transition from the general in the surrounding world to the subjective, specific manifestation of a person’s national beliefs, love for the cultural heritage of the people, dignity for the nation. The poles of the second coordinate are determined by the degree of manifestation of the individual – social attitude of a person to national identity as a transition from emotional and intuitive to a conscious understanding of national self-awareness. In the context of its region and beyond, it is promotion of Ukrainian culture and creative achievements of the Ukrainian people.

The definition of national self-awareness by various scientists gives reasons to consider it – from a psychological-pedagogical point of view (understanding of “I”, identification of oneself with others, emotional reactions to people’s belonging to another community, preservation of love for the own nation);

– depending on the peculiarities of the development of the spiritual and cognitive sphere of the personality (self-awareness-immersion in the soul, intellectual component);

– in relation to the peculiarities of the cultural experience of the Ukrainian people (awareness in the field of folk art, history, culture, national traditions, creative heritage of Ukrainians).

National self-awareness as a personality quality is characterized by a high intellectual and emotional level as well as individual uniqueness and manifests itself as a system of awareness about own status in society, reflects the will of the Ukrainian nation for self-determination and its role in the development of Ukrainian statehood. Comprehensive assessment of the works of scientists makes it possible to make sure that “national self-awareness” consists of historical memory, which preserves historical events, the cultural experience of its people; knowledge and respectful attitude to national rites and customs of our ancestors, respect for other nations, spiritual attitude and national-patriotic nature of perception of the present. Numerous researches of modern scientists and the study of the practice of general secondary education institutions prove that the most intense period of formation of national self-awareness of a personality occurs during school years. Children here have the opportunity to constantly and systematically get acquainted with the phenomena of musical art, to evaluate them. While studying at school, young people gradually develop for themselves public and personal ideas about the beauty and greatness of Ukrainian national culture, in particular in the opera genre, which presents the multidimensionality of the national heritage of Ukrainians in behavior, actions, clothes, art, in particular in music.

Therefore, we define national self-awareness as an integrated phenomenon, the ability of a person, based on the assimilation of the national heritage of the people, to form stable ideas about the own involvement in the great Ukrainian nation, the desire to contribute to the further development of the intellect and culture of the people, to feel dignity for the Motherland and its people. The formation of national self-awareness is closely related to the spiritual world of the pupil’s personality, which in the conditions of building statehood and defending the independence of Ukraine has an informal meaning. Systemic ideas about the own nation, its identity; the desire to position oneself as a representative of the Ukrainian people, full of civic dignity as a source for a powerful stimulus for the spiritual and national growth of the native country.

The analysis of psychological and pedagogical literature provides grounds for determining the training of the future teacher of music art for the formation of the national self-awareness of pupils by means of selective educational components as an integral process that includes a persistent desire for work, the availability of knowledge, skills, and abilities related to the experience of the cultural heritage of the Ukrainian people (songs, rites, works

of Ukrainian classical composers, etc.). The presence of polyphonic thinking among future teachers of music art (the peculiarities of using professional abilities not only in the field of art, but also in other spheres of life) determines the high efficiency of the professional competence of the nationally conscious musician-pedagogue. The training includes: axiological, cognitive, activity, personal qualities of the future teacher (K. Drozdova-Kucheruk). K. Drozdova-Kucheruk expressed the general view of scientists on understanding the essence of the listed components:

- axiological (ability to develop spirituality, morality and national values; education of national feelings and national self-awareness of the younger generation; valuable attitude to national musical art in the context of the ideas of the New Ukrainian school Concept);

- cognitive (ability to analyze, synthesize and systematize information; understanding of the essence of national-patriotic education of the personality of pupils in accordance with the modern trends of the New Ukrainian school; having knowledge of the use of national musical art as a national value and an integral element in the education of national self-awareness of the growing generation of the new formation of patriot-citizen);

- activity (ability to practically apply knowledge, abilities and skills not only in the educational process, but also in the realities of life; ability to educate patriotic citizens, ready to protect the independence and territorial integrity of the native state; popularization and distribution of works of national musical art outside the borders of the country, respecting the national tastes of other people in the world);

- personal (ability to self-improvement and professional movement; motivation, the need to educate the younger generation in the spirit of patriotism; the desire to explore national musical art as an effective means of educating the national self-awareness of the personality, to promote their development) [3, p. 60].

The successful formation of pupils' national self-awareness depends on the training of the future teachers of music art. Integrated professional quality, which characterizes a set of motivated actions aimed at the formation of nationally conscious pupils in the process of educational activities. Awareness of the educational potential of national musical art, possession of the methodological toolkit for involving pupils in the folk song culture of the Ukrainian people, the ability to focus the attention of schoolchildren, especially teenagers, on the peculiarities of the embodiment of artistic images of patriotic, lyrical, comic content expressed in cultural samples of Ukrainian folk and classical music are the main guidelines for the organization of pedagogical conditions for the training of the modern teacher of music art in the context of the ideas of the formation of the national self-awareness of the personality. Therefore, the system of professional philosophical, psycho-pedagogical, methodological, art-scientific, historical knowledge, abilities, skills and possession of a set of specific competencies needed for the future teacher of music art to form the national self-awareness of pupils is necessary.

As one of the important factors in the structure of professional training of the future teachers of music art to work at school, scientists single out the motivational component. For our research, it is of key importance, because if teachers themselves do not have a clear patriotic position, are not aware of the national cultural heritage of the Ukrainian nation, they will not be able to organize the educational process at school on the basis of national-patriotic education of young people, that is, the formation of national self-awareness of schoolchildren will not be included to the level of their competence. Only a motivated teacher who truly feels love for the national traditions of Ukrainian culture, actively promotes Ukrainian music, will be able to receive feedback from pupils at lessons, the ability to perceive, analyze, evaluate, accordingly form "national self-awareness" based on the best examples of Ukrainian folk and composer music, actively involve schoolchildren in its performance and creation.

Among the methods of organizing the process of training future teachers of music art for the formation of national self-awareness of secondary school pupils, we highlight the modeling of integrated thematic modules in selective educational components (Fomin,

Bezemchuk). Such didactic constructions can be used at various lessons at school. A pedagogue who knows how to model the topics of lessons with schoolchildren based on the principles of interdisciplinary integration can form the national self-awareness of pupils not only by means of music art, which is provided for by the professional training of the teacher of music art. There is an opportunity to use inter-subject connections of school subjects of the new level, the lesson of music art becomes a dominant, main element in the system of education of a competent pupil [1].

In accordance with Article 6 of the Law of Ukraine “On Education” (2017), the basis of state policy in the field of professional education is to provide higher education institutions with a universal design and reasonable adaptation to the rapidly changing conditions of today; diversity and selectivity of education; freedom in choosing types, forms and pace of education; integration into the international educational and scientific space, etc. [4]. Taking into account the above, we believe that the training of a modern teacher of music art is subject to the laws of social development, which requires constant replenishment of the content of education with the latest materials, the introduction of modern learning technologies with a high level of development of higher education in the context of trends in world educational systems.

Among the examples that effectively proved the need for the development and implementation of selective educational components of the professional direction for the training of future teachers of music art on the problems of forming the national self-awareness of pupils are a number of authors (L. Bezemchuk, O. Provorova, A. Friedrich, V. Fomin and others).

Thus, O. Provorova in her work “Theory and Practice of Methodological Training of the Future Music Teacher Based on the Principles of Praxeological Approach” “considers it effective: encouraging students to work with pupils in art classes and their creative self-expression in music-pedagogical activities by creating a professionally oriented environment” [4]. The author emphasizes the introduction of original methods, selective educational components of professional direction for in-depth study of music art in school practice. It is necessary to take into account the optimal combination of theoretical and practical components of training with a projection on future productive activity, the scientist states. To develop selective educational components of professional direction, an integrative approach to the updated content of music education can be used in accordance with the ideas of the New Ukrainian school Concept. The creation of integrated thematic modules is suggested as an example of the training of students for teaching art lessons at school using this approach (Bezemchuk, Fomin) [1]. Such thematic constructions for working with pupils during the period of pedagogical practice will enable the students to have a comprehensive approach to teaching lessons. The results of students’ education under the educational program Secondary Education (Music Art) are the presence of formed integration and pedagogical skills. Professional educational disciplines, including “Methodology of Teaching Art in Institutions of General Education and Special Musical Education”, “Pedagogical Practice in Institutions of General Education and Special Musical Education” have the opportunity to provide students with such skills and knowledge, but the development of selective educational components of professional direction and courses of free choice disciplines will be able to improve such knowledge and skills.

The organization of selective educational components of professional direction focuses on deeper familiarization with specific topics of school programs of integrated content. During the assimilation of such selective educational components of the specialization, the students perform professionally oriented tasks, which are built on the principles of integration of cultural, philosophical, art history and psychological ideas about art. Such training is effective, because during pedagogical practice, working with pupils on the formation of national self-awareness of schoolchildren in educational and extracurricular work, future teachers will be able to provide pupils with a comprehensive understanding of musical categories (integrated approach to learning). Schoolchildren’s understanding of the impact

of art on personality can be organized by the example of perceiving the best examples of Ukrainian musical culture.

So, the goal of the selective educational components of professional direction for the training of the future teacher of music art for the formation of the national self-awareness of secondary school pupils is based on the formation of students' integration-pedagogical skills.

Since the ideas of the New Ukrainian School Concept on the formation of the national self-awareness of secondary school pupils are not limited to providing special knowledge and skills of schoolchildren in the subject, in our case, our area of interest is the field of art "Music Art". The school subject "Music art" is traditionally a dominant line in the content of school education of subjects of cultural direction. The implementation of tasks for the formation of the national self-awareness of secondary school pupils at the lessons of music art is possible by taking into account the inter-subject connections of the subjects: "Fine Art", "Technology", "Ukrainian Language and Literature", "History of Ukraine" and others. This is confirmed by the topics in the textbooks, the authors of which suggest that the development of lessons on "Music Art" and "Fine Art" should be carried out in parallel interaction. In our work, we took into account such parallels, and determined the possibility of related topics for other subjects of school programs.

The methods of training students of music pedagogical specialties during the mastering of selective educational components of the professional direction should include the material of thematic modules that could reflect the content of the programs of various school subjects. Among such topics, we single out "Ukrainian Comic Opera". In modern school programs of grades 5-9, this topic can be considered from different angles. In accordance with the specified subject, the purpose and tasks of the special course should be structured on the interdisciplinary principle of teaching academic disciplines. The topic "Ukrainian Comic Opera", which belongs to the educational material of the textbooks of grades 5-6 of the (New Ukrainian School Concept) and grades 7-9 of the traditional program "Music Art", is an understanding of the synthetic opera genre. To understand this concept in a multidimensional sense (under different angles of knowledge from different academic disciplines), we get elements of "polyphonic" thinking – the ability to understand the content and figurative filling of the dramaturgy of the work in the historical, psychological, and art history content. Perception, analysis, performance of creative works based on the polyphonic vision of the topic "Ukrainian Comic Opera" in the content of the special course for students, provides an opportunity to understand categories (in this case, lyric comic opera), in the multidimensional sense. The artistic approach is not an end in itself. In the process of pedagogical practice, the special knowledge acquired by students (opera, comic opera, overture, aria, dramaturgy, lyrical line, libretto, interaction of comic images, "Aeneid", "Zaporozhets beyond the Danube") will be conducted in the context of the competence approach in education defined in the ideas of the New Ukrainian School.

The role of Ukrainian comic opera in the formation of national self-awareness of pupils at art lessons at secondary classes built on the principles of interdisciplinary integration is very serious. On the example of mastering this topic, love for native Ukraine, understanding of the own involvement and dignity in the Ukrainian nation, determination of the national position of the own "I" as a citizen, patriot is formed. The example of the topics of the special course on training future teachers of musical art for the formation of national self-awareness of secondary school pupils (on the basis of the thematic integrated module "Ukrainian Comic Opera" is calculated for 30 hours (1 credit), including 15 classroom lessons (Appendix). The system of practical lessons contributes to the enrichment of students' mastery of methods of formation of national self-awareness of secondary school pupils. The use of active and heuristic teaching methods, distance learning technologies, conducting thematic discussions, organizing workshops, etc., ensures the realization of co-creation between the pedagogue and students. Evaluation of students' educational activities during the mastering of the special course is carried out according to the system of rating control

of the quality of integration-pedagogical knowledge. Roughly, the topics of the special course may include the following.

**Topic 1.** “National Self-Awareness” as a category in science and practice (psychological-pedagogical content). Motivation. The content of training of the teacher of music art. Formation of national self-awareness of the future teachers of music art. The system of beliefs regarding the formation of national self-awareness during the solving of pedagogical and educational tasks is a basis for motivated practical work with pupils. Understanding of national identity, love for the homeland as a factor in the formation of a unified value assessment among schoolchildren, a stable motivation to preserve the experience of previous generations and observation of the spiritual growth of their pupils from the position of national-patriotic growth. The formation of national self-awareness of secondary school pupils (5–9) grades as an integral component of national consciousness, which can be interpreted as the self-awareness of teenagers during their education as a representative of a certain nation. Manifestations of the feeling of love for their family, school, national culture and native language are realized by schoolchildren during the perception, analysis, interpretation and evaluation of the best examples of the cultural heritage of Ukrainians.

**Topic 2.** The educational value of Ukrainian comic opera as a factor in the upbringing of national self-awareness of pupils in secondary classes at school at the lessons of art. The path of formation of Ukrainian comic opera from theatrical humor in folklore. Intra-genre classification of Ukrainian humorous songs (table songs, conversation songs, short songs) as “vocal spots” of the future comedic musical dramaturgy.

**Topic 3.** The place and role of S. Hulak-Artemovskiy’s lyrical-comic opera “Zaporozhets beyond the Danube” in the content of education for grades 5–9. The forms of classes for mastering the special course may include: “Introductory lesson” on the topic “The Role of the First National Ukrainian Opera” 1862 by S. Hulak-Artemovskiy “Zaporozhets beyond the Danube”. Lyrical-comic genre. The influence of the features of Western European comic opera. The form of lesson-perception requires students to listen and analyze the opera. Determination of plot lines, historical facts, characteristics of characters, lyrical-comic content of the work, psychological aspect, emotional state of a person living in a foreign land. The results of the review are carried out with the help of information tools in online format. Creation of posters, methodological materials of online resources “Canva”, Learning Apps. Method of key questions and others (artistic content of the work, means of musical expressiveness, dialogues, questions that arose during listening). According to the conclusions, a program, poster, etc. are created. National self-awareness at the lessons in the form of game activities. Ability to display comic dialogues (Odarka and Karas). Lyrical image of the Sultan, etc. The observation lesson involves methods of perceiving the opera of S. Hulak-Artemovskiy in accordance with the content of school textbooks on music and art (authors L. Masol, L. Kondratova (2023) [6]. Artistic and pedagogical analysis. The originality of Ukrainian comic opera (structural foundations of a folk song: couplet, dialogic form, melodic inflections, typical cadences, tonal and metro rhythmic features). The lecture-consilium as a form of organization of selective educational components of the professional direction orients students to pre-prepared performances with methodological developments. Generalizing lesson. Presentation by students of experimentally tested results of work with pupils on teaching art in secondary classes during the period of pedagogical practice (as an example - perception, performance of fragments of S. Hulak-Artemovskiy’s opera “Zaporozhets beyond the Danube”, demonstration of creative projects).

**Topic 4.** An example of a satire opera. M. Lysenko “Aeneid”, a poem by I. Kotliarevskiy (the embodiment of burlesque culture in the opera genre). Modeling professionally oriented situations for working with pupils. For example, Task 1. “Imagine that you were offered to find a plot for a comic opera to make a production in a school theater”. Task 2. “Develop a method of working with pupils to create musical dialogues of Odarka and Karas”. Task 3. “To provide an example of calendar-thematic planning of integrated lessons in secondary classes,

to determine the place of the topic “Ukrainian Comic Opera”. Task 4. “To offer a dialogic game for secondary school pupils – “Performers and scientists”. Pupils choose the role of a “performer”, they are given the opportunity to perform fragments of musical examples from comic operas. For “scientists” it is suggested to write an essay on the topic: “The role of Ukrainian Comic Opera in the Modern Realities of the Life of our People”. Task 5. “To develop an artistic thesaurus for working with pupils on fragments of M. Lysenko’s opera “Aeneid” (1911), an opera-satire by M. Lysenko. The role of I. Kotliarevskyi’s satirical concept for the opera “Aeneid”. Scenes on Olympus are the basis of the comedic intrigue of the opera. Lyrical line in the opera. Opera libretto by L. Starytska-Cherniakhovska. Task 6. “To analyze different views on the works of M. Lysenko and S. Hulak-Artemovskiy from the standpoint of the embodiment of comic images in the Ukrainian opera genre. In the form of a conference”.

The role of selective educational components of the professional direction in the training of the future teacher of music art for the formation of national self-awareness of pupils for work on the integrated thematic module “Ukrainian Comic Opera” has been determined.

Emphasis is placed on the use of active forms of classroom training for work with the students: holding lectures-consiliums, lecture-workshops, lectures-forums, creative workshops.

In our opinion, it is advisable to use the following pedagogical conditions for the training of the future teacher of music art for the formation of national self-awareness of pupils:

- creation of an educational environment for the training of students for the formation of pupils’ national self-awareness;
- motivational-substantive content of the process of training the future teachers of music art to use Ukrainian comic opera at the lessons in secondary schools;
- ensuring the methodological readiness of students for the implementation of the integrated thematic module “Ukrainian Comic Opera” in the process of mastering the selective educational components of the specialty under the educational program for bachelors in the specialty 014 Secondary Education (Music Art).

**Conclusions.** The formation of national self-awareness of pupils involves: adolescents understanding their ethnic unity, national values (language, territory, cultural heritage), sense of their involvement in the development of national Ukrainian statehood, patriotism, love for the traditions of the Ukrainian people, which contributes to the establishment of the own national dignity, internal freedom, pride for their land and the Ukrainian nation. In the process of forming national self-awareness among pupils, Ukrainian music art plays an extremely important role. This is due to the interaction of the sensory and intellectual spheres during the perception of the work by teenagers, which gives the impression of the listened work a special power. Affecting the emotional sphere of secondary school pupils, music deepens their feelings and experiences, complements and completes the formation of a holistic picture of the surrounding world, is an important factor in the formation of their self-awareness and value orientations. A significant role in the formation of positive national memory, self-awareness, and the disclosure of the cultural possibilities of the Ukrainian national idea is played by pupils’ acquaintance with the national musical heritage, understanding their identity, and a sense of dignity for the Ukrainian state.

We have developed pedagogical conditions for the formation of pupils’ national self-awareness thanks to the introduction of selective educational components in the process of professional training of the future teachers of music art. For the effectiveness of the implementation of pedagogical conditions, the didactic structure of the thematic module in selective educational components has been developed, the implementation of which will contribute to the increase of the level of national self-awareness of pupils when they perceive, perform and make creative products under the influence of acquaintance with the comic operas of Ukrainian composers-classics M. Lysenko and S. Hulak-Artemovskiy. Examples of effective methods of working with pupils have been provided.

The problem raised is multifaceted and needs further consideration.

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### **РОЛЬ ВИБІРКОВИХ ОСВІТНІХ КОМПОНЕНТІВ ФАХОВОГО СПРЯМУВАННЯ В ПІДГОТОВЦІ МАЙБУТНЬОГО ВЧИТЕЛЯ МУЗИЧНОГО МИСТЕЦТВА ДО ФОРМУВАННЯ НАЦІОНАЛЬНОЇ САМОСВІДОМОСТІ УЧНІВ**

У дослідженні акцентовано на ролі вибіркового освітніх компонентів фахового спрямування в підготовці майбутнього вчителя музичного мистецтва до формування національної самосвідомості учнів. З'ясовано, що сьогодні проблема формування національної самосвідомості переходить у площину відчуття внутрішньої свободи українця та бажання відстоювати інтереси своєї держави в політичному, економічному та культурному сенсі, безпосередньо беручи в цьому участь, демонструючи активну позицію громадянина, патріота.

Акцентовано, що особлива відповідальність за виховання молодого покоління покладається на вчителя музичного мистецтва, який засобами української музичної культури спроможний ефективно формувати національну самосвідомість учнів, впливаючи не лише на інтелектуальну, а й на емоційну сферу особистості. Роль учителя музичного мистецтва як транслятора національної культурної спадщини свого народу в умовах шкільної практики стає важливою ланкою формування національної самосвідомості учнів. Саме в цей період навчання в школі формується здатність до самоствердження особистості школяра, і тому дуже важливо, щоб у процесі сприймання кращих зразків української оперної музики він зміг критично оцінювати історичні події, ідентифікувати себе з людьми-образами, «примірювати» на себе ролі, утілені в сюжетних лініях творів, які змушують його в реальному житті реалізовувати віру в свою націю та пишатися нею.

Аналіз психолого-педагогічної літератури дає підстави для визначення підготовки майбутнього вчителя музичного мистецтва до формування національної самосвідомості учнів засобами вибіркового освітніх компонентів фахового спрямування як інтегрального процесу, що включає стійке прагнення до праці, наявність знань, умінь, навичок, пов'язаних із досвідом культурного надбання українського народу (пісень, обрядів, творів українських композиторів класиків тощо).

**Ключові слова:** вибіркові освітні компоненти, підготовка, майбутній вчитель музичного мистецтва, формування, національна самосвідомість, учні.

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