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**PEDAGOGICAL DISCIPLINES AS A COMPONENT OF THE CONTENT OF
TRAINING FUTURE MUSIC TEACHERS: EXPERIENCE OF HIGHER
EDUCATION INSTITUTIONS IN UKRAINE AND CHINA**

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The pedagogical traditions of the Chinese and Ukrainian peoples envisage a significant role for music in the education of the individual. The effectiveness of teaching music to children, adolescents and young people depends on the professionalism of teachers of the relevant speciality. This determines the importance of studying pedagogical disciplines by future music teachers, as well as the need for scientific understanding of the Ukrainian and Chinese experience of teaching pedagogical disciplines to students who are studying to become music teachers.

The study mainly used general scientific research methods (analysis, synthesis, generalisation, comparison, and systematisation, interpretation) to summarise the materials of scientific and pedagogical sources, as well as comparative and pedagogical methods, which made it possible to compare the experience of studying pedagogical disciplines by future music teachers in higher education institutions of Ukraine and China.

The article identifies the specialities in which future music teachers are trained in China and Ukraine. Based on the analysis of modules (sections) of the disciplines "Pedagogy" and "General Pedagogy" at the Zhytomyr Ivan Franko State University, A.S. Makarenko Sumy State Pedagogical University, H.S. Skovoroda Kharkiv National Pedagogical University, the peculiarities of the content of these educational components are revealed. A comparison of the content of general pedagogical disciplines in Ukraine and China is made. The working curricula for the disciplines "Music Pedagogy" and "Methods of Music Education" at Kryvyi Rih State Pedagogical University and Ivan Franko National University of Lviv are compared. The specifics of the content of the programmes on methods of teaching music subjects are indicated. The content of pedagogical disciplines at South China Normal University, Guangzhou University, Zhaoqing University, Capital Pedagogical University, and Northeast Pedagogical University is presented. The similarities and differences in the content of the

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pedagogical training of future music teachers in the listed Chinese universities and higher education institutions of Ukraine are identified.

Keywords: *higher education institution, pedagogical disciplines, future music teachers, content of specialist training, Ukraine, China.*

ПЕДАГОГІЧНІ ДИСЦИПЛІНИ ЯК СКЛАДНИК ЗМІСТУ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ МУЗИКИ: ДОСВІД ЗАКЛАДІВ ВИЩОЇ ОСВІТИ УКРАЇНИ ТА КИТАЮ

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Педагогічними традиціями китайського та українського народів передбачається вага роль музичного мистецтва у вихованні особистості. Результативність навчання музики дітей, підлітків та молоді залежить від професіоналізму вчителів відповідного фаху. Це зумовлює важливість вивчення педагогічних дисциплін майбутніми учителями музичного мистецтва, а також необхідність наукового осмислення українського та китайського досвіду навчання педагогічних дисциплін студентів, які здобувають фах учителя музики.

У процесі дослідження переважно застосовувалися загальнонаукові методи дослідження (аналіз, синтез, узагальнення, порівняння, систематизація, інтерпретація) для узагальнення матеріалів науково-педагогічних джерел, а також порівняльно-педагогічні, що надали змогу зіставити досвід вивчення педагогічних дисциплін майбутніми учителями музики у закладах вищої освіти України та Китаю.

У статті визначено спеціальності, за якими здійснюється підготовка майбутніх учителів музики в Китаї та Україні. На основі аналізу модулів (розділів) дисциплін "Педагогіка" та "Загальна педагогіка" в Житомирському державному університеті імені Івана Франка, Сумському державному педагогічному університеті імені А.С.Макаренка, Харківському національному педагогічному університеті імені Г.С.Сковороди розкрито особливості змістового наповнення означених освітніх компонентів. Здійснено порівняння змісту дисциплін загально-педагогічного спрямування в Україні та Китаї. Зіставлено робочі навчальні програми з дисциплін "Музична педагогіка" та "Методика музичного виховання" в Криворізькому державному педагогічному університеті та в Львівському національному університеті імені Івана Франка. Зазначено специфіку змістового наповнення програм із методики навчання предметів музичного спрямування. Висвітлено зміст педагогічних дисциплін у Південно-Китайському педагогічному університеті, університеті Гуанчжоу, університеті Чжаоцін, Столичному педагогічному університеті, Північно-східному педагогічному університеті. Визначено спільне та відмінне в змістовому наповненні педагогічної підготовки майбутніх учителів музики в представлених китайських університетах та закладах вищої освіти України.

Ключові слова: *заклад вищої освіти, педагогічні дисципліни, майбутні учителі музики, зміст підготовки фахівця, Україна, Китай.*

Introduction of the issue. The content of pedagogical training is crucial for the education of a future teacher. Pedagogical competences, which cover the optimally selected system of pedagogical knowledge, skills and abilities acquired by the student in a higher education institution (HEI), are the basis for becoming a high-level professional. The formation of these competences, which takes place in the process of studying pedagogical disciplines, is extremely important for future music teachers. It is

through these competences that a musician turns into a music teacher who is able to inspire students with art.

Current state of the issue. Domestic and foreign researchers have contributed to the development of the theory and practice of teaching pedagogical disciplines to future music teachers in higher education institutions, in particular, there are developments in certain aspects of the issue, such as: the importance of studying pedagogical disciplines for a music teacher (Shu Jing,

Zhang Wei, Yue Wei and others.); methodological foundations of pedagogical training (Guo Bolin, Chen Zubiao, Zhang Wei, O. Shcholakova and others); the essence, methodological basis, features of the implementation of methodological training (T. Bodrova, E. Provorova, M. Mykhaskova, N. Ostapenko and others); organisation of pedagogical practice (M. Demydova, O. Kuznichenko, Liao Xiaoman, I. Patskan, Yu Fei and others); formation of future music teachers' readiness for integrated teaching of students (V. Zhukov, O. Popova and others).

Outline of unresolved issues brought up in the article. The analysis of scientific works shows the absence of comparative pedagogical studies that would reveal the content of pedagogical disciplines studied by future music teachers in higher education institutions of Ukraine and China.

Aim of research is to conduct a comparative analysis of the content of pedagogical disciplines studied by future music teachers in higher education institutions of Ukraine and China.

Results and discussion. In Ukraine, the pedagogical training of future music teachers is provided by two specialities, namely: 025 "Musical Art" and 014.13 "Secondary Education (Musical Art)". It is characterised by a feature related to the limited pedagogical training in educational programmes in the speciality 025 "Musical Art". This situation with pedagogical disciplines is typical for a

significant part of the specialities in the field of 02 "Culture and Arts". Particularly, in most HEIs, pedagogical training in the speciality 025 "Musical Arts" includes the study of a short course in pedagogy, the subject "Music Pedagogy" or "Art Pedagogy" and methods of teaching music or musical art or teaching professional disciplines. A larger and more diverse pedagogical component is present in the educational programmes developed for the speciality 014.13 "Secondary Education (Musical Art)". This component may include the following disciplines: "Pedagogy", "Methods of Music Education", "Inclusive Education", "Music Education in Podillia", "Pedagogy of Music Perception", "World Music and Pedagogical Concepts", "Theory and Methods of Integrative Learning in Music Education", "Directing musical and educational events", "History of general music education in Ukraine", "Fundamentals of artistic and pedagogical design", "Information and musical technologies in the educational process", "Pedagogy of freedom", and so on [8: 209].

The abovementioned is also confirmed by the analysis of Table 1, which presents the content and scope of pedagogical training of students studying to become music teachers in pedagogical and non-pedagogical HEIs in different regions of Ukraine. The study of the Table 1 proves that the scope of pedagogical training and its content correlates with the speciality, not the orientation of the HEI (pedagogical or non-pedagogical institution).

Table 1

Pedagogical disciplines studied by students studying at the bachelor's level of higher education in specialities 025 (Musical Art) and 014.13 Secondary Education (Musical Art) in higher education institutions (on the example of some educational institutions in the East, West and Centre of Ukraine)

<i>Name of the HEI</i>	<i>Name of the educational programme, speciality</i>	<i>Name of the pedagogical discipline (component of the educational programme), number of credits</i>
Luhansk State Academy of Culture and Arts	Musical art 025	Pedagogy, 4; Methods of teaching playing a special instrument/solo singing, 8
Ivan Franko National University of Lviv	Secondary education (Musical Art) 014.13	History, theory and methods of music education (preschool, school), 10; Pedagogy, 3; Fundamentals of pedagogical research, 3; Music pedagogy, 3;

		Methods of vocal education of children, 4; World music and pedagogical concepts, 4
Rivne State University of the Humanities	Musical art "Popular singing" 025	Pedagogy, 5; Methods of teaching professional disciplines, 7; Interactive technologies in music education, 3; Music pedagogy, 4
Pavlo Tychyna Uman State Pedagogical University	Musical art (Solo singing) 025	Pedagogy, 7; Methods of vocal training, 7
Pavlo Tychyna Uman State Pedagogical University	Secondary education (Musical Art) 014.13	Pedagogy, 6; Methods of music education, 10; Fundamentals of teaching the integrated course "Art" at school, 3; Methods of teaching the course "Art" at school, 3
H.S. Skovoroda Kharkiv National Pedagogical University	Popular and folk singing in educational institutions 014.13	General pedagogy, 6; Providing educational technologies, 8; Methods of teaching Musical Art in General Secondary Educational Institutions, 13; Integrated course "Art" in general secondary educational institutions and teaching methods, 3; Methods of teaching pop/folk singing in educational institutions, 4

Academic staff involved in the development of programmes in Secondary Education (Musical Arts) understood the need for general pedagogical training for bachelor's degree students. Professors and lecturers of most HEIs provided their students with this training, as the curricula, along with methodological subjects, included the mandatory disciplines "Pedagogy" and "General Pedagogy", as well as other educational

components related to general pedagogical aspects [8: 209].

The main task of studying the discipline "Pedagogy" or "General Pedagogy" is to master the theoretical basis of pedagogical science. In this regard, the content of such subjects always includes thematic blocks (modules or sections) devoted to the general foundations of pedagogy, the theory of learning and education. In particular, this is confirmed by the analysis of Table 2.

Table 2

Content of the modules/sections of the disciplines "Pedagogy" and "General Pedagogy" studied by future teachers of music in Ukrainian higher educational institutions

Educational component, HEI, level of higher education, year	Topics of modules/sections of the discipline
<i>Pedagogy</i> Zhytomyr Ivan Franko State University, bachelor's degree, 2019	Content module 1: General principles of pedagogy. Content module 2: Theory and methods of education. Content module 3: Theory of learning (didactics).

<p><i>Pedagogy</i> Sumy State Pedagogical University named after A.S. Makarenko, bachelor's degree, 2019.</p>	<p>Section 1. General principles of pedagogy. Section 2: Theory of education. Section 3. Theory of education and learning. Section 4. Fundamentals of management of a general secondary educational institution.</p>
<p><i>Pedagogy (history of pedagogy and comparative pedagogy)</i> Sumy State Pedagogical University named after A.S. Makarenko, bachelor's degree, 2019.</p>	<p>Section I. History of foreign schools and pedagogy. Section II. History of national school and pedagogy. Section III. Comparative pedagogy.</p>
<p><i>General Pedagogy</i> H.S. Skovoroda Kharkiv National Pedagogical University, bachelor's degree, 2021</p>	<p>Content module 1: Introduction to pedagogy. Content module 2: Education as a component of a holistic pedagogical process. Content module 3: Learning as a component of a holistic pedagogical process. Content module 4: Education and upbringing in a multicultural environment.</p>

The study of the curricula for these educational components [1; 7] proves that the content of the disciplines "Pedagogy" and "General Pedagogy" in the majority of Ukrainian higher education institutions that train future music teachers is not limited to these modules/sections. For example, students of the Sumy State Pedagogical University named after A.S. Makarenko also study the basics of school management, history of pedagogy and comparative pedagogy. It should be noted that the content of the module "Fundamentals of Secondary Educational Institution Management" is quite broad. The module includes mainly topics directly related to the management of general secondary education institutions, as well as several topics on innovative pedagogical technologies, the optimisation potential of technologisation in education, and the phase-based creation of an individual educational project [7].

At the same time, it should be mentioned that the content of the disciplines "Pedagogy" and "General Pedagogy" more often includes modules on the history of pedagogy and comparative pedagogy than on management. Sometimes historical, pedagogical and comparative content is "hidden" behind a modern name. For

example, students studying to become a music teacher at H.S. Skovoroda Kharkiv National Pedagogical University study content module 4: Education and Upbringing in a Multicultural Environment. The module addresses issues of humanism and optimism in world and national pedagogical thought; development of schools and didactic systems in the history of world pedagogical thought and practice; teacher training in world pedagogical thought and practice; education in a modern globalised society; lifelong learning, socialisation of the individual in the modern world. Pedagogy is usually a compulsory discipline [1].

Even greater variability in content is characteristic of the Music Pedagogy educational component. This is confirmed by a comparative analysis of two curricula that are taught at Kryvyi Rih State Pedagogical University and Ivan Franko National University of Lviv [3; 4]. The first of them is elective and is designed for three credits, and the second is normative and includes four credits. These are very different programmes, but they have in common the focus on teaching skills. And students of Ivan Franko National University of Lviv study it quite thoroughly, focusing on topics devoted to pedagogical technique, elements of acting

skills in the activities of a teacher, psychological and pedagogical conditions of skilful interaction in pedagogical communication, peculiarities of conflicts in the process of pedagogical interaction, specifics of interaction during an individual conversation [4: 6-7]. Students studying the discipline "Music Pedagogy" at Kryvyi Rih State Pedagogical University are limited to considering only one topic, which is devoted to the teacher's pedagogical technique. This topic includes the issues of individual style of professional activity of a teacher, the essence of pedagogical artistry and pedagogical technique of a teacher (the ability to regulate one's emotions and one's own mood; ability to communicate with students; ability to recognise the psycho-emotional state of a child and to exercise psychotherapeutic influence; culture and technique of speech; technique of pedagogical influence) [3: 9].

The peculiarity of the content of the subject "Music Pedagogy" taught at the Ivan Franko National University of Lviv is that ten out of twenty-two topics relate to art education and art lessons. Seven topics are directly related to the teaching of musical art, namely: the main issues of music education and upbringing at school; musical ear; characteristics of children's voice and its protection; general characteristics of singing skills; specificity of choral skills; singing of children in the junior choir [4: 5-6].

Unlike the content of the discipline, "Music Pedagogy" taught at Ivan Franko National University of Lviv, students of Kryvyi Rih State Pedagogical University do not study any topics related to art education or art lessons. The teachers of Kryvyi Rih State Pedagogical University structured the content of the Music Pedagogy discipline by identifying four blocks related to music pedagogy.

Significant variability is also inherent in the methods of teaching music-related disciplines and methods of music education. For example, let us consider the educational component "Methods of Music Education", which is taught at the Zhytomyr Ivan Franko State University, the State Higher Educational Institution

"Kryvyi Rih State Pedagogical University", and the Ivan Franko National University of Lviv [2; 5; 6]. A study of the curricula of these disciplines shows significant differences in both scope and content. Thus, the compulsory educational component is designed for three credits in the first of the above-mentioned HEIs, for eleven credits in the second one and in the third one. The most concise is the content of the subject "Methods of Music Education", which is studied at the Zhytomyr Ivan Franko State University. There, during the fourth semester of study, students who are studying to become a music teacher should master modern concepts of music education for schoolchildren, historical experience of the formation and development of music education in Ukraine and leading foreign systems of music education [6: 5].

At the State Higher Educational Institution "Kryvyi Rih State Pedagogical University", the discipline "Methods of Music Education" was taught for semesters 6-8 for full-time students who started their education in 2018. The authors of the curriculum divided the content of the subject into nine blocks.

The study of the subject begins with an introduction, where students have to learn about the place of the course of music education methods in the system of training a music teacher, the educational potential of music as an art form, modern requirements for a music teacher, and his/her psychological, pedagogical and methodological training as well [2: 7].

Afterwards, students need to study the purpose, tasks, content of music education of secondary school students; the essence of the lesson as the main form of organising music education of schoolchildren; ways of planning and documenting the work on music education of students; content, features of organising extracurricular and extracurricular music education work; school song repertoire in primary school. The third block is quite extensive (8 topics) and has the following title: "Practical Work with Children's Choir" [2: 7-8].

At the Ivan Franko National University of Lviv, the discipline where music education methods are studied has a name slightly different from the two subjects described above. It is called "Theory and Methods of Music Education (Preschool and School)". The first four content modules cover the issue of music education in preschool education institutions. Starting from the fifth content module, the programme includes topics related to music education in secondary schools [5].

Compared to the content of programmes on music education methods, the content of programmes on methods of teaching music subjects is more unified. At the same time, and this is natural, each of the programmes is distinctive and has its own characteristics.

In China, as well as in Ukraine, the content of pedagogical training differs not only in different universities, but also depending on the speciality. In most Chinese universities where future music teachers are educated, students study such pedagogical disciplines as "Pedagogy", "Methods of Music Teaching", "Microteaching of the Subject".

At South China Normal University, the pedagogical training of future music teachers is one of the most diverse. Musicology students who are teachers in the speciality have the following compulsory disciplines to study: "Fundamentals of Pedagogy" (3 credits); "Application of Modern Educational Technologies" (2 credits); "Theory of Music Education" (2 credits); "Curriculum and Textbook Study" (1 credit); "Development of Music Teaching Skills" (1 credit). In addition, the programme offers a number of pedagogical courses for these future teachers to choose from: "Teaching Children with Special Needs" (1 credit); "General Education Practical Classes in Secondary School" (1 credit); "Family Education" (1 credit); "Moral Education and Classroom Management" (1 credit); "The Art of Teacher-Student Communication" (1 credit); "Teaching to Think and Improving Academic Performance" (2 credits); "Fundamentals

of Pedagogical Research Methods" (1 credit); "Educational Capital" (1 credit); "Child Development" (1 credit); "School Curriculum Development" (1 credit); "Thinking Training" (2 credits); "Views of Famous Foreign Educators" (1 credit); "Philosophy of Education" (1 credit); "Teacher of Aesthetics" (1 credit); "Education System and Study of the Law on Compulsory Education" (1 credit); "Teacher Professional Development" (1 credit); "Overview of Sociology of Education" (1 credit); "Methods of Educational Technology Research" (1 credit); "Overview of Education Management" (1 credit); "Design of Pedagogical Activities" (1 credit); "Policy and Management of Education" (1 credit); "Methods of Pedagogical Research" (1 credit); "Educational Assessment" (1 credit); "Fundamentals of Preschool Education" (1 credit); "Teacher Ethics" (2 credits); "Educational Research and Statistics" (1 credit) [11].

Teacher training at Guangzhou University is characterised by a smaller variety of subjects. In particular, the compulsory courses include "Fundamentals of Education" (2 credits); "Modern Educational Technologies" (2 credits); "Three Characters and One Picture" (1 credit); "Teaching and Learning Skills" (2 credits); "Classroom Management" (1 credit), "Music Education and Career Guidance in Primary and Secondary School" (2 credits); "Musicology Course and Pedagogical Theory" (4 credits) [11]. Unlike South China Normal University, there are almost no pedagogical subjects among the elective courses. Although 27 credits are provided for professional elective courses, only the course "Orff's Method of Teaching" (2 credits) is related to pedagogical training.

At Zhaoqing University, future teachers do not have the opportunity to choose pedagogical disciplines at all, as they are limited to elective subjects in the speciality. The pedagogical training of musicology students, as well as those studying music performance, is provided by such mandatory disciplines as "Professional Ethics and Norms of

Teachers" (2 credits); "Basic Education Theory (Pedagogy)" (3 credits); "Educational Technologies and Applications" (2 credits); "Secondary School Education and Management" (1 credit); "Subject Research and Design" (3 credits) [12; 13].

The content of pedagogical education at the School of Music of the Capital Pedagogical University, which trains students at the bachelor's level, includes music pedagogy, history of music education, methods of music education research, and music education technologies. Some of these courses are compulsory for all students, such as "Music Education Technologies", "Music Pedagogy", and some of them are chosen by students in their third year of study at this university [10].

One of the poorest is pedagogical training at the North-Eastern Pedagogical University. It includes the following disciplines: "Curriculum and Didactics of Music Teaching" (2 credits), "Microteaching of Music", "Pedagogy".

"Pedagogy" is an optional discipline for a considerable part of Chinese pedagogical institutions, the time for its study and the number of academic hours vary in universities. In many modern Chinese pedagogical HEIs (such as Chongqing Normal University, Hangzhou Normal University, Sichuan Normal University, and so on), the traditional and well-known discipline of Pedagogy has now been replaced by other disciplines of similar content or related subjects, such as "Teacher Professionalisation Development", "Youth Teaching and Development", "Classroom Management", and so on. This was done to increase the practical orientation and attractiveness of the traditional discipline.

The content of textbooks and manuals that are widely used in China in the study of pedagogy is presented in Table 3. Basing on its analysis, one can get an idea of the content of the discipline "Pedagogy" itself.

Table 3.

The content of modern manuals and textbooks on pedagogy in China

Title of the textbook/manual	Contents of the textbook/manual
全国十二所重点师范大学. 教育学基础. 教育科学出版社, 2015 (Twelve leading pedagogical universities. Fundamentals of pedagogy. Publishing House of Pedagogical Sciences, 2015.)	Section 1. Education and pedagogy; Section 2. The function of education; Section 3. Objectives of education; Section 4. The education system; Section 5. Teachers and students; Section 6. Curriculum; Section 7. Learning in the classroom; Section 8. Education in schools and students' lives; Section 9. Classroom management and the work of the classroom teacher; Section 10. Assessment of students; Section 11. Research in the field of pedagogical education; Section 12. Reform and development of education
王道俊, 郭文安. 教育学. 人民教育出版社, 2016. (Wang Daojun, Guo Wenan. Pedagogy. Public Education Publishing House, 2016.)	Introduction; Section 1. Concept of education; Section 2: Education and human development; Section 3. Education and social development; Section 4. Objectives of education; Section 5. The education system; Section 6. Curricula; Section 7. Teaching and learning (Part 1); Section 8. Teaching and learning (Part 2); Section 9. Learning and education (Part 3); Section 10. Moral education; Section 11. Aesthetic education; Section 12. Sports; Section 13. Comprehensive practical classes; Section 14. Classroom teacher; Section 15. Educator; Section 16. School management.

The study of the table allows us to assert that the preservation of the traditional name of the subject has provided a significant scope, depth and systematic presentation of the basics of pedagogical science.

The content of the discipline "Methods of teaching music"/ "Didactics of teaching music" usually covers historical information about teaching a particular subject, different types, theories, teaching technologies and features of their application in the educational process, methods and techniques of teaching different sections of the subject, features of planning and teaching, etc.

Teachers at a number of Chinese universities teach methodological disciplines based on the content of the textbook used (for example, at Northeast China Normal University, Jilin Pedagogical University, Hangzhou Pedagogical University). At Beijing Normal University, East China Normal University, and others, which emphasise the importance of active participation of students in the classroom and the development of their practical skills, the content of methodological disciplines is primarily developed on the basis of the goals of training future teachers at the university, the requirements of modern general education, and only then the content of the selected textbook is taken into account.

In the context of the practice-oriented approach to the training of future music teachers, a special discipline "Microteaching of the Subject" has been introduced in the majority of higher educational institutions. This subject is compulsory for third-year students, regardless of their specialisation, and is taught in specially equipped classrooms with modern technical equipment. Microteaching involves the creation of a limited, controlled teaching environment that allows those who are ready to become teachers to master certain teaching skills and abilities. The learning environment is modelled on that of a school. The content is usually focused on the development of a specific competence or the application of a specific form of teaching a subject.

Students form and develop the ability to design lessons independently: define goals and objectives, choose teaching methods, learning materials, etc.

The method of musical education of children, created by K. Orff, is widely used in China. In this respect, the list of elective courses in Chinese higher educational institutions includes a corresponding discipline for future music teachers. Students master the specifics of K. Orff's methodology "Schulwerk. Music for Children", which consists in revealing the musical abilities of students and forming some of their competencies through musical and dance improvisations. The interest in the system of music education by K. Orff is very high in China. In particular, this is evidenced by the fact that the disciplines dedicated to this system are offered to musicology students who do not have a pedagogical specialisation. For example, the College of Arts and Design of Guangdong University of Petrochemical Technology offers the discipline "K. Orff's Music Course" as an elective one [9].

Conclusions and research perspectives. Thus, the comparative analysis has revealed that in China, compared to Ukraine, the content of pedagogical disciplines studied by future music teachers is poorer. What is common to both countries is that it differs not only in different higher educational institutions, but also depending on the speciality. The most common practice in China is to teach such disciplines as "Pedagogy", "Music Teaching Methods/Didactics of Music Teaching", and "Microteaching of the Subject" as part of the pedagogical training, which are usually supplemented by other pedagogical subjects. In Ukraine, the content of the pedagogical training of future music teachers studying in the speciality 014.13 "Secondary Education (Music)" is deeper and more diverse than the training of those studying in the speciality 025 "Music". Students master general pedagogical, special pedagogical and methodological disciplines. The greatest unification of content is inherent in the educational components

"Pedagogy" and "General Pedagogy", the lowest uniformity is in the disciplines devoted to the methods of music education.

Prospects for further research are considered to be related to the study of the theory and practice of pedagogical training of future art teachers in China and Ukraine.

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