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INTEGRATED EDUCATION FOR MUSIC PEDAGOGY STUDENTS IN UKRAINE AND CHINA

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ABSTRACT

The article examines the issue of modernization of music education and pedagogy in Ukraine and the People's Republic of China from the point of view of the implementation of the integrated principle of education. The ways of implementing integration in the content of music education of the two countries in school and university education are outlined. The role of a competent approach to the training of a music teacher capable of solving the tasks offered by the real conditions of the modern world is determined. The role of artistic and pedagogical analysis for work with students of the speciality 014 Secondary Education (Musical Art) is revealed. Specific examples of methods of implementation of the training of students to work with students in conditions of integrated education are given. The multidimensionality of the process of formation of polyphonic knowledge of music pedagogy students is analysed from the point of view of multidisciplinary integration. The components of education and training of music pedagogy students in Ukraine and the People's Republic of China are substantiated, in accordance with the implementation of the ideas of new standards of school and higher education. The peculiarities of the selection of educational material for its practical mastery with the students based on the interdisciplinary integration of art lessons are given. The peculiarities of mastering musical works from operas by Chinese students in Ukrainian pedagogical universities using the integrated method of modelling the artistic and creative process are revealed.

Keywords: music education and pedagogy; music pedagogy students; integrated learning; Ukraine; the People's Republic of China; artistic and pedagogical analysis.

INTRODUCTION

Among the important issues that must be resolved during the implementation of the ideas of reforming the music and pedagogical education of Ukraine and the People's Republic of China, the preparation of students who could carry out professional activities in a multidimensional sense is active. In accordance with the law adopted by the People's Republic of China "Modernization of China's Education 2035", the course is designed for a highly developed person who learns throughout life and must realize their professional interests in various conditions of modern, rapidly changing life (Zhao Hongxiao, 2020). Specialists who can be competitive on the labour market must acquire knowledge based on the principles of integrated learning and going beyond it into the space of 'interdisciplinary' integration (中国教育现代化2035, 2019). If this approach has only just been presented in Chinese documents at the level of theoretical developments, there are already enough developments in Ukrainian pedagogical universities that demonstrate not only the effectiveness of training students of music majors based on the principles of integration.

The research objective is to find out the peculiarities of education and training of music pedagogy students in the conditions of standardisation of the content of art education, to reveal the peculiarities of integrated education as a factor in the effective organization of the training of music pedagogy students in pedagogical universities of Ukraine and China, and to empirically determine the toolkit for practical work with student audiences based on the principles of integrated education in music and pedagogical education.

BACKGROUND

The implementation of the ideas of the "State Standard of Basic Secondary Education" adopted in Ukraine (2020) requires the preparation of students for teaching polyart lessons of the integrated "Art" content (Nychkalo et al., 2021). Such lessons require knowledge from the teacher not only of a special profile, the teacher must have a sufficient level of competence in various fields that go beyond music, fine arts, cinematography, theatre, choreography, which are components of the integrated lesson "Art" (Masol, 2020). The competence of a teacher studying in the speciality 014 Secondary Education (Musical Art) according to the relevant educational programs is defined in the program competences as "integral". Thus, the essence of training and the selection of tools for the formation of integral competence of future music-pedagogical workers includes theoretical (Ma Chua, 2023) and methodological-practical blocks of educational programs (Dai Baisheng, 2021). The aspect of the formation of knowledge of the 'polyphonic' level for music pedagogy students during the implementation of the ideas of integrated education can be found in the works of Ukrainian scientists (Bezemchuk & Fomin, 2021). Such an approach, which is introduced at the faculties of arts in pedagogical universities of Ukraine,

includes future teachers of musical art not only in working directly with artistic works, but also at the same time aims at the young specialist to understand the place and role of these works in the content of art education of school art programs (Shcholakova & Nahorna, 2019). Among the important theoretical guidelines for the development of tools for working with student audiences in Ukrainian educational programs of this speciality, attention is focused on the ability of an employee to approach work comprehensively in conditions of unpredictability and uncertainty of life and educational situations (Khmelevska, 2021). In accordance with the conditions of the martial law, music pedagogy students from Ukraine worked with schoolchildren and students. They held artistic meetings with Ukrainian schoolchildren who were forced to leave their homes and received the status of “Internally Displaced Persons”; were involved in volunteer activities; promoted Ukrainian music abroad during educational events aimed at charity gatherings for the Armed Forces of Ukraine.

Chinese scientists discussed the issue of the selection of tools for the training of music pedagogy students from the standpoint of general pedagogical theory (Qin Shen, 2021) and the use of special methods of working with student audiences (Qin Shen (2021), Wu Yue (2022)). The issue of tools for the professional growth of the future music teacher was considered by Chinese scientists from the perspective of integration processes in education (An Ue, 2019; Zhao Hongxiao, 2020; Dai Baisheng, 2021; Ma Chua, 2023). Ma Chua (2023) outlines a perspective plan for the development of music-pedagogical science in the People’s Republic of China. Against the background of the further promotion of the construction of new liberal arts, the comprehensive strengthening of school music education, as well as the launch of the “China Compulsory Art Curriculum Standards (2022 Edition)”, undergraduate art curricula in Music Education are facing new views on modelling and reconstruction of integrated learning ideas. Based on this, colleges and universities focus on the ultimate goal of school music education — teaching people through music. In addition to the musical direction, the speciality of music education should update the essence of education with the help of other types of art. Music majors should change from the training of music teachers to the training of art and aesthetics teachers, and reconstruct the system of professional training programs using various concepts to achieve the goal of training talents. The aspects of updating the components of the educational process in accordance with the implementation of the ideas of the new standards have been determined: curricula, educational materials, teaching staff. The authors emphasise the opportunity to expand the range of professional interests of the students by mastering not only various types of art, but also entering the space of other educational fields. Such a world-view will make the educational process more qualitative, because the student’s competence will be able to integrate them into society on the basis of the acquired artistic knowledge of a new level.

METHODOLOGY

The relevant methods that operate in the context of the implementation of the integrated training of music pedagogy students are given in *Table 1*.

Table 1

General pedagogical methods for integrated teaching

Method	Integrated education content
The method of holistic perception of the image of a work of art	Listening to works of art non-stop. Perception of the works as a whole helps to highlight the features of the artistic language of each example, its shortcomings and advantages for the further selection of educational material for work with the students.
The method of concentration of attention during the perception of works of art	Selection of the main and emphasis on attention to it.
The method of comments, remarks, explanations	Use in the process of conversations and analysis of works of art, evaluation of the own work, reflection during perception of works of art.
The method of comparison and juxtaposition of works of art	Comparison of historical periods, artistic trends, relation of artistic examples to styles and genres, and determination of their national specificity.

Table 2

Special pedagogical methods for integrated teaching

Method	Integrated education content
The method of perspective and retrospection (preventing forward and returning).	Designing educational material taking into account previous and subsequent mastering of works of art, their analysis, evaluation and comparative analysis of artistic content
Modelling of the artistic and creative process.	When perceiving works of art, ask students to put themselves in the place of a person who creates and performs various types of art.
The method of emotional drama.	Detailed analysis and research of the figurative content of works of art, their conflict and contrast. The essence of the concept in synthetic genres (definition of 'dramaturgy' in cinema and theatre productions, opera and ballet performances).

RESULTS

The aspect of the formation of knowledge of the 'polyphonic' level for music pedagogy students during the implementation of the ideas of integrated education can be found in the works of Ukrainian scientists (Bezemchuk & Fomin, 2021; Dubovyi, 2019). Such an approach, which is introduced

at the faculties of arts in pedagogical universities of Ukraine, includes future teachers of musical art not only in working directly with artistic works, but also at the same time aims at the young specialist to understand the place and role of these works in the content of art education of school art programs. In Ukrainian pedagogical universities, the emphasis is on the pedagogical aspect of mastering works of art. In the practice of professional training of art students of Ukrainian higher education institutions, the integrated teaching method is no longer news. At the faculties of arts of pedagogical universities of Ukraine, there is already experience in the formation of 'polyphonic' knowledge of students, which is included in the educational programs "Secondary education (music education)." Reflection of the ideas of interdisciplinary and interdisciplinary integration in the syllabi can be found in the modules "Methods of integrated learning in the practical work of art teachers" as well as in "Selection of musical material as a factor of optimization of practical training of students in the process of mastering the content of subjects of the artistic and aesthetic cycle."

Thus, among the tools for the professional training of future teachers of musical art, the types of analysis of works of art with a focus on further professional activity are relevant. In Chinese practice, methodologists pay attention to the analysis of the national flavour of examples of Chinese culture, which largely occupy the programs of training music teachers to work with students.

Donchenko et al. (2023) provide the implementation of the methods (see *Table 2*) during the professional training of music pedagogy students in the modern realities of education in the pedagogical universities of Ukraine. This experience was implemented during the mastering of musical works by Chinese students who worked on vocal works from operas. Since opera is a synthetic genre, working out arias using the method of modelling the artistic creative process (see *Table 2*) requires the performer not so much to conduct an artistic analysis of the work, but to determine its impact on the listening audience in accordance with art programs at various stages of music education (school, university). Such work is carried out on the basis of artistic and cognitive analysis.

Moreover, Donchenko et al. (2023) emphasise that artistic and cognitive analysis gives students the opportunity to compare two or more works written in the same or different countries, but in different music-creative schools with a difference of a hundred years or more. The study provides an analysis based on the works of Y. Peri and A. Scarlatti. The analysis also allows us to trace the evolution of the opera genre in Italy during the 17th century. In our opinion, this work is extremely necessary for applicants. We propose to expand this research with the help of pedagogical features of work on music compositions. The artistic and pedagogical analysis should include the artistic level of mastering the work of art, the performing and pedagogical direction of working with educational material. The pedagogical component presents the goal, the task of the features

of the perception of the work with the student audience, the correspondence of the subject of the course program, the peculiarities of the psychological and physiological characteristics of the students, and working with difficulties during the performance of the work. Artistic and pedagogical analysis for the training of Chinese future music teachers in the conditions of implementation of the principle of the integrated teaching method will increase the effectiveness of the quality of teaching. Raising the status of artistic knowledge, that is, mastering the skills of not only artistic analysis, will be able to expand the range of pedagogical interests of both the teacher and students. Chinese methodologists do not stop the search for methods to establish an ideal learning system, but now the possibility of practical implementation of educational programs with real life according to the integrated learning principle is still under development. This idea of the formation of integrated artistic knowledge in the work practice of Chinese universities is complicated by the lack of textbooks, curricula, the content of which would include educational material that combines different courses, and it was 'convenient' for students to master complex knowledge of artistic and pedagogical content, which includes different levels of integration (understanding is not only the interaction of musical art with other types of art, but also its role in the realities of society and the life of an individual). Chinese musicians and teachers have already prepared a basis for the implementation of the principle of integrated education in practical work with young people at various levels of higher musical education. Nevertheless, the Chinese researchers themselves note the weak side of solving this issue in the work of universities. Educators of the People's Republic of China believe that taking into account the psychological state of learners, their emotional impressions of the educational process, during mastering works of art, the availability of forms and methods of teaching musical material, the convenience of obtaining it, the opportunity to master it and present it for evaluation by a teacher. The criteria for evaluating the results of students' work in the process of implementing methods of general pedagogical and special direction based on the principles of integrated education (see Table 3). Measuring the level of assimilation of integrated learning methods by Ukrainian and Chinese students of music majors during pedagogical practice in schools in Kharkiv (Ukraine) and Hangzhou (China) is presented in Tables 3-6. The motivational criterion determines the ratio of professional motives of students in the implementation of integrated educational activities with the use of methods of engaging the student audience in the perception of various types of art. Content-analytical — professional literacy of future music teachers, the ability to think 'polyphonically' and analyse pedagogical phenomena related to the challenges of the modern world; knowledge of artistic and pedagogical analysis regarding the selection of methods, educational material, methods and means of organizing educational activities based on the principles of the integrative approach.

The practical-activity criterion reflects the professional abilities and skills of future music teachers in the application of knowledge of integrated content in the fields of musical art and other types of art, with the possibility of introducing general pedagogical and special methods into practical work; establishment of interdisciplinary connections between educational disciplines of a professional direction and disciplines of related fields.

Table 3

**Comparative dynamics of mastering the integrated learning methods
by Chinese music students during practice in schools
(Hangzhou, China) (%)**

Levels	Experimental group		Control group	
	Output stage	Final stage	Output stage	Final stage
Adaptive	36,6	15,9	33,3	30,0
Sufficient	35,0	20,0	36,7	30,0
High	28,4	64,1	30,0	40,0

Table 4

**Comparative dynamics of mastering the methods of integrated education
by Ukrainian music students during practice in schools
(Kharkiv, Ukraine) (%)**

Levels	Experimental group		Control group	
	Output stage	Final stage	Output stage	Final stage
Adaptive	20,7	10,7	23,3	22,6
Sufficient	35,0	19,0	46,0	55,0
High	44,3	70,3	30,7	32,4

Table 5

**Summing dynamics of mastering of integrated learning methods
of Ukrainian music students (%)**

Criteria	Experimental group of Ukrainian students	Control group Ukrainian students
Motivational criterion	+44,3	+35,0
Content-analytical criterion	+56,7	+53,4
Practical-operational criterion	+26,7	+5,1

Table 6

**Summing dynamics of mastering of integrated learning methods
of Chinese music students (%)**

Criteria	Experimental group of Chinese students	Control group Chinese students
Motivational criterion	+58,3	+53,0
Content-analytical criterion	+26,7	+3,4
Practical-operational criterion	+28,9	+6,1

CONCLUSIONS

For the effectiveness of teaching, it is possible to implement an artistic and pedagogical analysis, which will guide teachers from the PRC to take a broader look at working with musical material in the context of teaching and educating young people. Chinese folk music, songs, fragments of theatrical performances will be able to be included in the integrated topics of educational disciplines “Pedagogical practice”, “Methodology of teaching the integrated course “Art” in universities that train music pedagogy students. The selection of musical material in accordance with this principle is carried out not only taking into account the acquisition of knowledge of the artistic direction (analysis of the means of musical expressiveness, the dramaturgy of the musical image) of the work, but also expands the world perception by music pedagogy students the influence of music on the life of a person, the role of art in general as a psychological protector and social status of the individual in today’s realities.

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ІНТЕГРОВАНЕ НАВЧАННЯ МУЗИЧНО-ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ В УКРАЇНІ ТА КИТАЇ

Бу Юе, аспірант кафедри педагогіки та інноваційної педагогіки, Харківський національний педагогічний університет імені Г. С. Сковороди, Нанкінський педагогічний університет спеціальної освіти, 1 Shennong Road, Qixia District, Nanjing, 210038, Китай. wuyue0126@163.com

У статті розглянуто питання модернізації музично-педагогічної освіти в Україні та КНР з позиції впровадження інтегрованого принципу навчання. Окреслено шляхи реалізації інтеграції в змісті музичної освіти двох країн в шкільній та університетській освіті. Визначено роль компетентного підходу для підготовки вчителя музичного мистецтва, здатного вирішувати завдання, що пропонують реальні умови сучасного світу. Розкрито роль художньо-педагогічного аналізу для навчання студентів спеціальності 014 Середня освіта (Музичне мистецтво) Надано конкретні приклади методів реалізації підготовки здобувачів для роботи з учнями в умовах інтегрованого навчання. Проаналізовано багато вимірність процесу формування поліфонічних знань майбутніх музично-педагогічних працівників з точки зору міжпредметної інтеграції навчальних дисциплін предметів фахової підготовки. Обґрунтовано складові навчального процесу професійної підготовки студентів музичних спеціальностей в Україні та Китайській Народній Республіці відповідно реалізації ідей нових стандартів шкільної та вищої освіти. Наведено особливості добору навчального матеріалу для його практичного опанування студентами на основі міжпредметної інтеграції уроків мистецтва. Розкрито особливості опанування музичних творів, зокрема опер, китайськими студентами в українських педагогічних університетах за допомогою інтегрованого методу моделювання художньо-творчого процесу.

Ключові слова: музично-педагогічна освіта в Україні та КНР, інтегроване навчання, художньо-педагогічний аналіз.

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