

READINESS OF FUTURE MUSIC TEACHERS FOR CREATIVE SELF-ACTUALIZATION

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Abstract

Purpose of the study: The article deals with the problem of the readiness of future general education music teachers for creative self-actualization. The issue is regarded as an integral personality formation ensuring the achievement of creative self-actualization and including two interrelated components – professional readiness and personal readiness.

Methodology: The research was carried out at the Institute of Philology and Intercultural Communication, Kazan Federal University, and based on the methods of observation, interviewing students and teachers, studying academic and methodical literature.

Main Findings: The research showed the variability of the formation of the readiness for creative self-actualization, owing to a complex of subjective psychological and objective pedagogical factors, in particular, various types of pre-university training of students.

Keywords: *Students, Future General Education Music Teachers, Higher Education, Pre-University Training, Creative Self-Actualization, Professional and Personal Readiness.*

INTRODUCTION

Integral personality formation of music education students, ensuring the achievement of creative self-actualization in musical and educational activities, is the readiness for creative self-actualization, which includes two interrelated components that are professional readiness and personal readiness.

The professional development of general education music teachers in the Russian education system implies training at various stages of a successive multilevel system of lifelong learning, providing an opportunity to choose the education level (secondary or higher education), to obtain the appropriate qualification with due regard for individual capacities and professional aspirations, and to form the readiness for creative self-actualization.

Pre-university music education determines the quality of the music teacher's training in the process of completing a higher music education programme and the readiness of students for creative self-actualization. Pre-university training may vary from elementary music training in a music school for children to professional music or music teacher training in a secondary vocational education institution.

Thus, music teacher training can be implemented in the following ways:

- Music school education (music schools for children or art schools, 7-9 forms) and general school education (comprehensive schools, 9 or 11 forms); music teacher training in higher education institutions;
- Music school education (music schools for children or art schools, 7-9 forms) and general school education (comprehensive schools, 9 or 11 forms); music teacher training in a secondary vocational education institution (the music department at teacher training colleges, music teacher education colleges); music teacher training in higher education institutions;
- Music school education (music schools for children or an art school, 7-9 forms) and general school education (comprehensive schools, 9 or 11 forms); music teacher training in a secondary vocational education institution (music colleges, various specialization schools at conservatories); music teacher training in higher education institutions.

The degree of Bachelor of Music Education (BME) can be obtained in the course of music teacher training on one of the bachelor's degree programmes (for example, 44.03.01 "Teacher Education", 53.03.06 "Musicology and Musical Applied Art", etc.), which takes 4 years, or on two programmes simultaneously (for example, 44.03.05 "Teacher Education", etc.), which takes 5 years.

The problem of professional readiness of a teacher is raised in the works by N.V. Kuzmina (1967), K.M. Duray-Novakova (1983); the research on professional readiness of a music teacher has been conducted by L.G. Archazhnikova (1984), Z.V. Rumyantseva (1987), L.L. Romanova (1993), L.T. Faizrakhmanova (1990), Karkina et al. (2017), R. Sydykova (Sydykova, et al., 2018; Sydykova, et al. 2018) et al. The formation of readiness in the context of vocational

training at the university was investigated by Z.S. Levchuk (1992), E.G. Skvortsova (1996), S.V. Esekeeva et al. (2017), etc. The issues of the professional training and the individualization of professional activity of a music teacher are discussed in the works by R.A. Valeeva (Valeeva et al. 2018), R.C. Khurmatullina (Khurmatullina, Yachina, 2015; Salikhov et al. 2018), Z.M. Yavgildina (Yavgildina, Mishina, 2015; Mishina et al. 2018; Yavgildina, et al. 2019), etc.

In their research, R.A. Valeeva and I.R. Gafurov consider “self-organization and self-education” to be one of “general cultural competences”, and they argue that one of the “main aims of a pedagogical practice” is “to realize one’s needs in self-development and systematic self-improvement” (Valeeva, Gafurov, 2017).

In the article, R.C. Khurmatullina (Khurmatullina, Yachina, 2015) identifies the importance of music teacher professional training, «which provides the formation and development of individual creative activity style».

The purpose of this work is to analyze the readiness for creative self-actualization of future music teachers in the educational process and the definition of the most characteristic trajectories for its formation; to study pedagogical assistance in the formation of the readiness for the creative self-actualization of students, considering the variability of its implementation.

THE METHOD

The research was conducted at the Institute of Philology and Intercultural Communication of Kazan Federal University during the period 2015 to 2018. The study included 148 students seeking a bachelor’s degree in “Music Teacher Education”. The research was implemented on the basis of theoretical and practical methods: the study of academic and methodological literature, observation, interview, testing, and peer review. The practical methods of research (observation, interview, testing, peer review) were used to determine the pre-university training of students; to evaluate professional readiness (the ability to perform musical, music and educational, innovative and creative activities of a music teacher) and personal (motivational, cognitive, activity) readiness of students for creative self-actualization; to identify characteristic trajectories of the formation of readiness for the creative self-actualization of students and pedagogical assistance in the course of it.

RESULTS AND DISCUSSION

The researchers’ views on the scope of knowledge and skills necessary for the profession and the qualities that characterize professional readiness for work in the sphere of music education are different.

N.V. Kuzmina sees teacher’s readiness in the ability to optimally achieve professional educational objectives, to move from the intuitive action to conscious one (Kuzmina, 1967). K.M. Duray-Novakova understands teacher’s professional readiness as a result of vocational training in its broad sense, as a personal quality, which is a regulator of teaching, and as a type of attitude (Duray-Novakova, 1983).

A number of works reflect the peculiarities of readiness of the music teacher, resulting from the occupational standards.

L.G. Archazhnikova provides a general description of the readiness of the music teacher to implement educational activities. She considers it an integral system of socio-political, psychological, pedagogical and special knowledge and skills, which is formed through a focused and integrated influence of teaching content, forms and methods on the future teacher’s personality (Archazhnikova, 1984).

L.L. Romanova considers the readiness of future music teachers for educational activities as the teacher’s ability to ensure the fulfillment of musical and educational objectives with respect to the laws of artistic and educational creativity (Romanova, 1993).

Z.V. Rumyantseva also characterizes the professional readiness of the teacher to conduct music and educational activities at school as the ability to ensure the fulfilment of musical and educational objectives, taking into account the laws of artistic and educational creativity. However, she also considers it to be an integral education, including psychological readiness, academic readiness, psychophysiological readiness, and practical readiness (Rumyantseva, 1987).

The professiographical examination of music teacher’s activities, the study of the psychological and pedagogical aspects of their artistic and creative activities, as well as taking into account the requirements for the qualifications of the music teacher, allowed L.T. Faizrakhmanova to identify specific artistic and creative skills in the teacher’s activities. The skills include, for example, the ability to reproduce the music by ear, to operate with musical material when performing sheet music and transposing, to interpret musical pieces of different styles, and to arrange vocal, choral and instrumental works for schoolchildren, etc. (Faizrakhmanova, 1990).

The works devoted to the formation of readiness within vocational training at the university are of particular interest.

Z.S. Levchuk determines the readiness for professional creativity of students studying at teacher training universities as an integrative personality quality of teacher training graduates, the structural components of which include professional focus (goal setting, motivation, ideals), professional identity, professional thinking (a synthesis between heuristic and

logical thinking), diagnostic culture, forecasting abilities, improvisation in education, technological innovativeness (Levchuk, 1992).

Examining the readiness for professional self-development of students studying at teacher training universities, E.G. Skvortsova mentions that this is a special personal condition suggesting that, on the one hand, the student has a motivational and axiological attitude to professional teaching activities, and, on the one hand, the student seeks professional self-development as a prerequisite for professional advancement (Skvortsova, 1996).

In our opinion, professional readiness for creative self-actualization is an indicator of future music teacher's compliance with professional requirements and includes a set of formed knowledge, skills, and abilities, personal qualities, and properties necessary to perform the main types of professional activities:

- Musical activities (perception, analysis, and performance),
- Musical and educational activities (gnostic, constructive, organizational, communicative),
- Innovative and creative activities (educational creativity, research (innovation studies), musical creativity (composing)).

Such knowledge, skills, and abilities include the following: musical and auditory knowledge, skills and abilities; musical and analytical knowledge, skills and abilities; musical and performing knowledge, skills and abilities; constructive knowledge, skills and abilities; gnostic knowledge, skills and abilities; organizational knowledge, skills and abilities; communicative knowledge, skills and abilities; educational thinking; research (innovative) knowledge, skills and abilities; musical and creative (composing) knowledge, skills and abilities.

The correlation of musical, educational and research components of future music teachers' professional readiness is different, and the volume of professional activities, which characterizes future music teachers, can be described by four levels of their professional readiness for self-actualization: a low level – “Musician”, a medium level – “Musician and Teacher”, a high level – “Teacher and Musician”, and a very high level – “Music Teacher and Researcher” (Figure 1).

Forming future music teachers' professional readiness for creative self-actualization										
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Forms	Forming the readiness for self-actualization in musical activities			Forming the readiness for self-actualization in musical and educational activities				Forming the readiness for self-actualization in innovative (research and educational) activities		
	Professional knowledge, skills, and abilities	Musical and auditory knowledge, skills, and abilities	Musical and analytical knowledge, skills and abilities	Musical and performing knowledge, skills and abilities	Constructive knowledge, skills, and abilities	Gnostic knowledge, skills, and abilities	Organizational knowledge, skills, and abilities	communicative knowledge, skills, and abilities	Educational thinking	Research (innovative) knowledge, skills, and abilities
Levels of prof. readiness	low level “Musician”			medium level “Musician and Teacher”		high level “Teacher and Musician”		very high level “Music Teacher and Researcher”		

Figure 1: Future music teachers' professional readiness for creative self-actualization

In our opinion, the constituents of the second component of the readiness for creative self-actualization, which is personal readiness include the following: the perception of creative self-actualization as a personal value; the need for creative self-actualization; a developed self-awareness; reflexive skills; active self-identification; self-education skills; self-regulation skills; creative activity.

We identified four levels that determine the degree of formation of the personal readiness constituents: a low level – “motivational”, a medium level – “informational”, a high level – “operational”, and a very high level – complex and technological (Figure 2).

Forming future music teachers' personal readiness for creative self-actualization									
Constituents	Forming motivational readiness for self-actualization		Forming cognitive readiness for self-actualization		Forming activity readiness for self-actualization				
	Personal qualities, abilities, and skills	The perception of creative self-actualization	The need for creative self-actualization	A developed self-awareness	Reflexive skills	Active self-identification	Self-education skills	Self-regulation skills	Creative activity
Levels of personal readiness	low level motivational		medium level informational		high level operational			very high level complex and technological	

Figure 2: Future music teachers' personal readiness for creative self-actualization

Our study showed that different pre-university training of future music teachers determines the inconsistency of the level of formation of professional competences in the sphere of music and music teaching, influences the formation of variable trajectories of forming the readiness for their creative self-actualization in the process of studying at higher education institutions.

The consequence of the inconsistency in pre-university training is the varying level of musical and educational training of students. Graduates of secondary specialized music schools have undergone more advanced musical training and are capable of highly professional performing or musicological activities. Graduates of teacher training colleges are the most prepared for educational activities, as they are competent in teaching methods applied within the school subject “Music”. Graduates of schools have elementary music education and possess only the basics of musical and educational competence.

Students differ significantly in terms of their personal development, the readiness for creative self-actualization in professional activities, and the motivation for further self-development. The time span and linear discrete nature of the processes of the professional and the personal development of students' creative self-actualization make this process variable.

The criterion for the formation of future music teachers' readiness for creative self-actualization is the degree of integration of professional and personal readiness for self-actualization. It is manifested, on the one hand, in the scope of professional knowledge, abilities, skills, and values necessary for the implementation of professional musical and educational activities student, which the future music teacher acquires when preparing for creative self-actualization, and, on the other hand, it can be a degree of personal integration in the process of professional teaching activities (Figure 3).

The formation of the readiness for creative self-actualization of future music teachers includes three components: the formation of professional readiness for self-actualization, the formation of personal readiness for self-actualization and their integration into the readiness for professional and creative self-actualization in the sphere of music education, which is the fundamental and invariant basis of the technology of formation of the readiness for creative self-actualization.

The effectiveness of the formation of personal readiness for self-actualization is ensured by creating pedagogical conditions that help future music teachers to acquire the constituents of the self-actualization technology. The conditions imply the development of the need for creative self-actualization, a value attitude to it, professional self-identification, reflexive skills, self-education, self-regulation and creative activity in future teachers.

When focusing on the development of personal readiness for self-actualization, it is important to take into account the reasons for entering the university, because the initial level of personal activity determines the pace of the development

of personal readiness at the university, and hence the readiness for professional and creative self-actualization in future professional activities. The motives for entering the university can be the goals of vocational training (related to the conscious choice of the profession of a music teacher and love for children), the desire to raise the level of knowledge in the spheres of education, psychology, music, as well as other goals that are not determined by professional or educational interest (e.g. obtaining a degree, or following the parents' advice, etc.).

		Levels of personal readiness for self-actualization					
		Low level Motivational	Medium level informational	High level operational	Very high level Complex and technological		
Levels of professional readiness for self-actualization	Low level “Musician”					Low level	Levels of readiness for creative self-actualization of future music teachers
	Medium level “Musician and Teacher”					Medium level	
	High level “Teacher and Musician”					High level	
	Very high level “Music Teacher and Researcher”					Very high level	
		Low level	Medium level	High level	Very high level	Levels of the readiness for creative self-actualization of future music teachers	

Figure 3: Levels of the readiness for creative self-actualization of future music teachers

Taking into account the variability of its implementation, pedagogical assistance in the formation of the readiness for creative self-actualization of future music teachers can be carried out on the basis of various educational strategies:

- The strategies for the development of essential qualities by stimulating the existing potential qualities, bringing them to the desired level;
- The strategies for the severe formation and teaching students a fixed set of actions in a precise order;
- Delicate formation strategies as teaching students a wide range of actions with the possibility of their further variation and individualization;
- Correction strategies that imply the change of incorrectly developed skills and qualities.

These strategies can be correlated with different levels of vocational training and different educational approaches and methods: activity-oriented, student-oriented, programmed, individualized, differentiated, etc. It is important to take into account the level of pre-university training since the initial level of professional knowledge and skills determines the pace of the development of the readiness for creative self-actualization.

The integration of professional and personal readiness of future music teachers at higher education institutions can be regarded as the interaction, interpenetration, and interrelation of the content of various academic disciplines with the goal of the focused development of students' readiness for creative self-actualization in future professional activities.

The disciplines studied by future music teachers in higher educational institutions within music performing, music and

theory, and music education training are didactically grounded complexes of academic knowledge and practical skills that relate to the field of music education research and ensure the development of professional and personal readiness for self-actualization.

In the course of training, students systematically learn and apply relevant information, which creates the prerequisites for the integration of professional and personal readiness for creative self-actualization. The integration process takes various forms, in particular, the form of interpenetration, interconnection, the unity of academic ideas, principles, concepts, laws, and theories that are part of an academic discipline in the university.

The effectiveness of integrating the constituents of personal and professional readiness for self-actualization in the process of university education is provided by creating pedagogical conditions for incorporating the content of future professional musical and educational activities into the process of creative self-actualization of future music teachers, as well as incorporating the constituents of the technology of creative self-actualization into educational and professional activities.

Students gradually acquire the constituents of professional and creative self-actualization when passing through four levels of professional activities: “Musician”, “Musician and Teacher”, “Teacher and Musician”, “Music Teacher and Researcher”.

Thus, for example, the developing the skills of self-cognition (reflection) (an element of cognitive support for creative self-actualization), students undergo the level of musical context (where they learn to analyze themselves in various types of musical activities: auditory, analytical and performing activities), the level of musical and educational context (where they develop reflection skills in educational activities: gnostic, constructive, organizational, communicative) and the level of innovative and creative of context (in which students simulate the self-awareness of their research, creative abilities, and skills, etc.).

An important requirement for the teaching content is the implementation of the principle of differentiation, conditioned by the need to match, on the one hand, the real level of students’ readiness for creative self-actualization, and, on the other hand, the didactic goal and didactic objectives set in technology. The differentiation approach is implemented in the selection and the organization of teaching content and the selection of students to form micro-groups, basing on the level of their pre-university training and the level of the readiness for creative self-actualization.

CONCLUSION

As a result, we can conclude that the formation of the readiness for creative self-actualization in the system of vocational training at the university is determined by various factors, in particular, by different pre-university training of students, which determines its variability.

The study revealed the importance of creating favorable pedagogical conditions for the formation of the readiness for creative self-actualization of future music teachers when studying at university. The research also showed the need to take into account the factor of the incompleteness of students’ professional and personal development, since the formation of the complex of knowledge, skills, personal and professional qualities necessary for professional activities continue in higher education institutions.

The integration of professional and personal readiness of future music teachers in university acts as an interaction, interpenetration, and interrelation of the content of various academic disciplines, aimed at the focused form of the readiness for creative self-actualization in future professional activities.

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