

«Music therapy is a systematic process of intervention in which the therapist helps the client to improve health, using musical experience and the client's personal experience of communication with music, which develops and leads to dynamic psycho-emotional changes» [1, p. 20].

This definition emphasizes that the music therapist works systematically, guided by basic principles, using methods that require professional training, ensuring the effectiveness of the application of these methods, working to develop a relational process between the group or client and the therapist. These relationships are built through musical interactions that build trust and confidence.

Professional music therapy associations around the world have developed their own agreed definition, and these are regularly updated and refined. The World Music Federation of Music Therapy, which is an international association of these professional associations, defined the concept of music therapy as follows:

«Music therapy is the professional use of music and its elements as an intervention in the medical, educational and everyday environment with individuals, groups, families or communities who seek to optimize their quality of life and improve their physical, social, communicative, emotional, intellectual health and well-being. Research, practice, education and clinical training in music therapy are based on professional standards according to the cultural, social and political context» [3].

The definition of WFMT includes reference to the cultural and localized aspects of working in music therapy, as well as the need for the music therapist to be trained and sensitive when working with people whose social and cultural environment is different from his own. This definition also applies to professional standards, which include codes of ethics, scope of practice guidelines, and standards of practice or competence for work in the field.

Conclusions. Music therapy includes a large number of practices developed uniquely in each region of the world. The agreed definition of music therapy in one region or country may not coincide with the definition in another. Various authors writing about practice and research describe music therapy in ways that reflect their educational process, the content of their practice, and the relevant region in which they work. The main characteristic of music therapy at the international level is the use of music therapy throughout life. Music therapists can work with pregnant women, with infants and young children and their parents and caregivers, with older children and teenagers, and with people at all stages of adulthood. This confirms the relevance of music therapy in our time and the effectiveness of the therapeutic process in general.

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PROFESSIONAL TRAINING OF FOREIGN LANGUAGE TEACHERS: TENDENCIES OF THE WORLD PEDAGOGICAL PRACTICE

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On the European continent with the creation and expansion of the activity of international European organization - Council of Europe (in 1949) and expansion of intergovernmental cooperation the orientation on internationalization of education has grown. Council of Education of EU accepted the long-term program of education which foresees two priority directions of joint activity of countries of EU in the field of education: 1) common solving problems of teaching foreign languages; 2) introduction of new information technologies into the teaching process that stipulated an orientation and intensification of scientific researches and practical experimental work both on the international and on the national levels [2].

The process of including of Ukraine into the European community stipulates the study of leading theoretical conceptions and practices of the Western European countries in the educational sphere, detailed analysis of the variety of educational problems at all levels of education. One of major strategic tasks is the creation of common linguistic space, which stipulated attention and efforts of national organizations, Ministry of Science and Education solving problems of teaching foreign languages. Within the limits of the linguistic policy of the Council of Europe the following purpose was defined: to choose the conception of teaching foreign languages which is based on democratic, humanistic principles. Research of the theory and practice of the development of linguistic education in Great Britain, the USA and other foreign countries got the world recognition.

The gradual entering of Ukraine into the world space actualizes the growth of research necessity, comparison of theoretical and practical issues of teaching foreign languages and professional teachers' training, strategies of pedagogical and technological teachers' activity on the modern stage of the development of pedagogical

science in Ukraine. Realization of the task of professional teacher's development is possible within the framework of the integral system of pedagogical education, in which all three stages must be integrated in the logical interconnection, – before professional one, mastering of the profession and after graduating from higher educational institution [4].

Realization of the idea of continuous education stimulates reorganization of educational-educative process, actualize the use of active methods of studies, forms students'/cadets' skills of the independent work, individualizes the process of studies, stimulates drafting of the programs, contributes to the creation of such conditions when a student independently aspires to increase his educational and general cultural levels. In connection with these tendencies new corrections were introduced for the development of continuous education in Ukraine which on the modern stage is built on the basis of principles of availability, systemic approach, variability, predictability and take into account all socio-economic, technological and structural changes at different stages of the development of our society [7].

As a separate direction in higher education and in studies of foreign languages, in particular, an orientation on the students'/cadets' independent educational activity, activation of their educational activity, the development of their creative capabilities was selected. The theme of our article is conditioned by the urgency of the above mentioned statements.

The transition from a fragmentary and static consideration of pedagogical activity to understanding the work of a teacher as a holistic and developing mental activity is necessary for school practice which needs to overcome (and prevent) such negative phenomena as early "pedagogical crises", "pedagogical exhaustion", "burnout" ", professional stagnation. Their overcoming involves the replacement of an authoritarian learning strategy with an individual-developing strategy.

The latter requires a significant restructuring of the currently formed view of the teacher's psychology and his professional development. Such implementation requires the reconstruction of the principles of psychological and pedagogical theory, the system of concepts, research methods, that is, the development of a psychological concept of the teacher's professional development. The new approach inevitably becomes project-based as it is related to the construction of complex objects that combine specific research and projects of educational systems, strategy and technology of teachers' continuous education [6].

Graduates of various institutes and universities, starting their professional activities in various fields, have serious difficulties in organizing a specific educational process. According to the technological approach, the skill level of a specialist is largely determined by his theoretical, instrumental, methodical competence, linguistic, psychological and pedagogical competences, the development of creative and technological thinking, personal abilities, skills of constructive and technological activity - components of the professional competence of a professional teacher [1].

The future teacher must learn to solve the following didactic tasks: master methods of practical use of knowledge in various non-standard situations, orient the content of learning at each stage of the continuous system of education to the development of

competencies from the point of view of an integrated approach, use, along with traditional, non-standard, innovative technologies for organizing educational and extracurricular activities, form the skills of independent educational activities, the ability to evaluate the personal creative achievements of students [7].

The conceptual basis for the creation of a personally oriented model of technological competence of the future specialist is personal-activity and competence approaches, the doctrine of a holistic pedagogical process, the principle of continuity which provides that at each subsequent stage of learning a foreign language, previous stages must be taken into consideration. The current level of awareness of the problems of the higher school needs more and more new approaches to understanding the essence of the professional individuality of the foreign language teacher, psychological and pedagogical conditions of his formation. What is necessary for a future teacher of a foreign language is, first of all, to realize his personal and professional essence, place and purpose in the educational environment which is constantly developing, readiness for continuous professional self-improvement. The entire process of professional pedagogical training should be carried out in such a way that the individual professional essence of the future teacher becomes one of his most important values. Thus, it is proposed to put the theoretical model of the teacher's individuality as a starting psychological-pedagogical concept into the basis of the teacher's personal and professional self-development [6].

In the structure of the theoretical model of the teacher's individuality for psychological and pedagogical analysis and determination of the ways and means of influence and self-influence, the researchers identified three main, closely interrelated substructures: individual - personality – subject Individuality acts as a system, an integral property that arose as a result of the formation of the "individual - personality - subject" system. The elements of this system reflect certain aspects of a person in his numerical relationships, and individuality as a property that arose recently and is determined by the structure of a complete system, characterizes a person as a complete being. The definition of the concepts "individual", "personality", "subject" and "individuality" is necessary to solve the problem of the formation of the teacher's professional individuality and his subsequent choice of the pedagogical technology that is optimal for him. The substructures of teacher's individuality can be analyzed and described according to the following scheme: content, situations of detection in pedagogical activity, evaluation criteria, practical model, ways and means of developing personal and professional qualities of a foreign language teacher.

Among pedagogical strategies for improving the teacher's professional activity, the following aspects can be distinguished: traditional and innovative, individual and collective, constructive and destructive pedagogical strategies. Conceptual approaches to modeling the activity of a teacher in foreign countries, theoretical and practical research of English and American scientists in the field of education acquire special importance for domestic pedagogical science when solving one of the most important tasks - increasing the effectiveness of the future foreign language teacher at the technological level [5].

The most important feature of modern education is changes in the nature of learning in the context of global educational trends which have received the name "megatrends". Among them are: the continuity of education and its mass character; orientation towards the active mastering by a person of methods of cognitive activity; adaptation of the educational process to the requests and needs of the individual; orientation of training on the personality of the person being taught, provision of opportunities for self-disclosure of this personality.

Based on these trends, taking into account the experience of foreign and domestic researchers of this problem, we believe that one of the effective ways of professional training of a future foreign language teacher is organization of professionally oriented classes through the prism of the formation of socio-cultural competence which involve mastering a set of knowledge skills and abilities by future specialists which would ensure the formation of a person's readiness for professional activity and intercultural communication. For future teachers, it is important to be able to apply not only traditional teaching methods, but also digital technologies in the line with modern trends. The development of digital competence in oneself is impossible without constant practice. When preparing future foreign language teachers, it is important to create courses that include digital technologies [3].

The most important task for a higher educational institution is to provide the foundations of the methodological culture of the future teacher, to expand his horizons, to awaken interest in professional knowledge and to arm himself with methods of self-education. The main pedagogical function of a university teacher is not only the transfer of knowledge, but, first of all, the reproduction of culture, the training of an intelligent and competent professional, the formation of an "extra-class" specialist.

Thus, the process of forming professional personality of a teacher of higher educational institution continues throughout a person's life. At each stage it is filled with new content, new organizational and pedagogical forms and methods, new needs and appropriate approaches to the integration of individual professional and social aspects of life. The conducted analysis of the formation of the professional and pedagogical training of the future foreign language teacher at the current stage of the development of the system of education does not exhaust all aspects of the specified problem and requires further in-depth study.

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