

# Formation of Professional and Pedagogical Culture in Future Music Arts Teachers in Higher Education Institutions of the PRC

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## Article Information

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## Abstract

This article explores contemporary views on the "professional and pedagogical culture of future music teachers." It outlines how fostering this culture is expected to enhance their readiness for teaching roles in Chinese higher education institutions. The study reviews criteria for developing this culture, including motivational aspects (students' drive to build professional and pedagogical skills), substantive aspects (knowledge and skill acquisition for professional readiness), and constructive aspects (monitoring and evaluating readiness levels). Initial assessments through surveys and interviews revealed a low readiness level among students. Consequently, students were divided into experimental and control

groups. The experimental group underwent a tailored program focusing on motivational, organizational, cognitive, and reflective stages. Results indicated that both groups showed improvement, but the experimental group demonstrated the most significant progress in readiness.

**Keywords:** *future teachers; musical art; professional pedagogical culture; formation; criteria; pedagogical experiment*

## Introduction

The cultural-historical aspect in pedagogical research is currently of fundamental importance, as it involves a retrospective and socio-cultural analysis of the general cultural training of future teachers. The cultural-historical approach to studying cross-cultural training for future music teachers in Chinese higher education institutions is interdisciplinary and primarily utilizes data from the history of philosophy, psychology, pedagogy, and the history of science. Key components of cultural-historical analysis include examining pedagogical values, technologies, forms, and results of pedagogical creativity as a synthesis of subjective and objective elements, and professional-pedagogical culture as a manifestation of the individual's general culture.

Several studies consider the general culture of future music teachers as a factor in the success of pedagogical activity (Barabanshchikov, 2019; Liu, 2022; Slastyonin, 2018). These studies

generally address the broad characteristics of cultural and professional teacher training, also focuses on the art science aspect of training future teachers to develop humanitarian culture, emphasizing the process of "reading" works of fine art, without addressing active forms of artistic creativity. Philosophers, psychologists, and educators in the People's Republic of China have discussed teacher culture and pedagogical culture, making it a targeted area of research since the late 20th century. With the rise of cultural studies in philosophy, sociology, pedagogy, and psychology, research has explored general theoretical foundations of pedagogical culture (Gaisyna, 2018; Rudenko, 2020) and its specific aspects: methodological (Bondarevska, 2020; Zhang, 2019), humanitarian (Kraevskiy, 2019), moral and aesthetic (Wang, 2021), technological (Barabanshchikov, 2019), spiritual (O Slastyonin, 2018), and Chinese (Zhang, 2019). Despite these significant contributions, the issue of developing the professional and pedagogical culture of future music teachers remains underexplored.

The article **aims** to theoretically substantiate and experimentally verify a technology for developing the professional and pedagogical culture of future music teachers.

## Materials and Methods

To investigate the level of formation of the professional and pedagogical culture of future music teachers, various research and diagnostic methods are used: observation, conversation, testing, surveys, and business games. In our research, the observation method allowed us to conduct a pedagogical experiment in natural conditions, while surveys, interviews, and conversations clarified specific details and circumstances influencing the behavior of future music teachers. Questionnaires were used to generalize the results of the pedagogical experiment at the ascertainment and control stages.

The observation diary was used to identify trends in the development of individual qualities related to the formation of the professional and pedagogical culture of future music teachers. The modeling method was employed to facilitate this formation through specialized computer programs.

## Results

In the "Pedagogical Encyclopedic Dictionary," culture is defined as a historically specific level of societal development, encompassing the creative efforts and abilities of individuals expressed through various forms of life organization, economic activities, relationships, and the social, material, and spiritual values they create. The concept of "pedagogical culture" is grounded in the philosophical understanding of culture as the development of an individual's creative forces and abilities and the doctrine emphasizing the leading role of activity in this process. The personal manifestation of culture is evident in everyday activities, relationships, behavior, lifestyle, and the assimilation of cultural achievements, knowledge, skills, and abilities.

Analysis of scientific literature [1; 2; 6; 7; 8; 9, etc.] indicates that pedagogical culture is viewed

as a complex, open system that is self-organizing, informed by science, art, religion, moral and ethical principles of society, and practical human experience. Professional and pedagogical culture is a dynamic process involving the gradual development of professional knowledge, skills, and significant personality traits.

Culture can be considered from two perspectives: as a property of an active subject and as an objective (objectified) existence resulting from activity. The forms of objectification range from neurodynamic structures in an individual's brain to professional abilities and skills, from stereotypical professional activities to innovations and spiritual practices. The professional-pedagogical culture of future music teachers enables them to make important professional decisions, predict pedagogical outcomes, understand and provide psychological support, help solve psychological issues, and address personal growth and conflict situations.

The main parameters of professional and pedagogical culture include moral culture, thinking culture, speech culture, communicative culture, didactic culture, work culture, movement culture, physical culture, aesthetic culture, and ecological culture. This culture comprises motivational, substantive, and constructive components. The motivational component involves needs, interests, desires, plans, programs, and incentives. Educational activities are mediated by interests and require emotional engagement. The formation of this component involves stimulating students' interests and desires while considering their personality attitudes.

**Table 1. Stages of pedagogical experiment**

Stage	Description	Results	Statistical Verification
<b>Motivational - Organizational</b>	Implementation of technology focused on motivating and organizing	Improvements observed in motivational criteria.	Significant improvement in motivational criteria with t-dif.=6.36, indicating

Stage	Description	Results	Statistical Verification
	students to engage with the content.		that differences were not random (t-dif. > t-table; P > 0.05).
<b>Cognitive</b>	Implementation of technology aimed at enhancing the cognitive understanding of the material.	Improvements in cognitive understanding were noted.	Improvements statistically verified as significant (specific t-dif. not provided in the description).
<b>Reflective</b>	Implementation of technology focusing on students' reflection on their learning process.	Reflective learning improvements were evident.	Improvements statistically verified as significant (specific t-dif. not provided in the description).
<b>Control</b>	Comparison between experimental and control groups after implementation.	Significant improvements in the experimental group.	Statistical verification confirmed significant differences between groups (t-dif.(2.69) > t-table.(1.96); P > 0.05).
<b>Content Criteria</b>	Specific improvements in content understanding were evaluated.	Highest improvements observed in content criteria.	Statistical significance confirmed with t-dif.=7.33, indicating a substantial difference.
<b>Motivational Criteria</b>	Specific improvements in students' motivation were evaluated.	High improvements in motivation criteria.	Statistical significance confirmed with t-dif.=6.36, indicating a substantial difference.

The substantive component includes providing reliable and conscious psychological and pedagogical knowledge. The constructive component encompasses all types, forms, abilities, personal skills, techniques, and methods used in educational activities, enabling the creative implementation of key components

and parameters of professional and pedagogical culture. The complex and dynamic nature of this culture requires a holistic approach to selecting tools for its formation, consideration of students' preparation levels and individual characteristics, and an understanding of continuity in knowledge acquisition and its connection to personal practice.

## Discussion

It should be noted that the formation of individual components of the professional-pedagogical culture of future music teachers cannot occur in isolation and inevitably leads to the enhancement of one component by the others. The effectiveness of this formation is ensured through a process that focuses on the development and theoretical justification of a technology characterized by its program-targeted, integral, and continuous nature. Diagnostics aimed at assessing the professional and pedagogical culture of future music teachers are designed to determine their type based on an integral indicator of pedagogical knowledge, abilities, and skills.

We conducted a pedagogical experiment at Lishui University (PRC) with 205 students, of whom 103 were in the control group (CG) and 102 were in the experimental group (EG). The assessment was based on defined criteria for the formation of professional and pedagogical culture: motivational (students' motivation to develop this culture), content (familiarity with necessary knowledge and skills for professional readiness), and constructive (monitoring and assessing the level of readiness and adjusting the process accordingly). We also determined the levels of professional and pedagogical culture (high, medium, low).

At the ascertainment stage of the experiment, future music teachers completed a questionnaire with 42 questions in both open and closed forms. The questionnaire was divided into four blocks: the first block assessed knowledge of professional and pedagogical culture; the second block evaluated the practical application of acquired skills; the third block focused on self-assessment of necessary knowledge and skills; and the fourth block identified difficulties and possible solutions.

The survey results revealed that 78% of respondents did not understand the essence of "professional and pedagogical culture," and 69% lacked familiarity with communication methods used in education. These findings indicate a general lack of awareness regarding the basics of professional-pedagogical culture.

During the pedagogical experiment, the technology for forming this culture was implemented in motivational-organizational, cognitive, and reflective stages. At the control stage, results showed significant improvements in the experimental group compared to the control group. Statistical verification confirmed that the differences were not random ( $t\text{-dif.}(2.69) > t\text{-table.}(1.96)$ ;  $P > 0.05$ ), with the highest improvements in content ( $t\text{-dif.}=7.33$ ) and motivational ( $t\text{-dif.}=6.36$ ) criteria.

## Conclusion

The concept of "professional and pedagogical culture" is a complex, dynamic process involving the gradual development of professional knowledge, skills, and significant personal qualities. Culture is viewed from two perspectives: as a property of an active subject and as an objective existence resulting from activity. The various forms of objectification of culture range from neurodynamic structures in the brain to innovations in professional practices.

The survey results indicate that most future music teachers lack a clear understanding of professional and pedagogical culture and do not possess the necessary knowledge or skills for assessing and developing their readiness for professional activity. The effectiveness of the proposed technology for forming this culture has been demonstrated, with the experimental group showing the greatest improvement. Therefore, the technology is effective and should be considered for implementation in

Chinese higher education institutions. Further exploration should focus on specifying forms and methods for developing the professional and pedagogical culture of future music teachers in these institutions.

## Conflict of interests

No conflict of interest.

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