

Didactic and Psychological Foundations for Developing Professional-Pedagogical Identity in Future Music Teachers

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Abstract: This article analyzes the didactic and psychological foundations for developing professional-pedagogical identity in future music teachers from both scientific-theoretical and practical perspectives. The study reveals the essence of the concept of professional identity, its role and significance in pedagogical activity. It also identifies the specific features of identity formation in the process of music education. During the research, the integration of reflective, motivational-value, and creative-aesthetic mechanisms is substantiated. Ways to enrich educational content through didactic components and ensure students' internal development through psychological factors are demonstrated. Based on experimental work, the effectiveness of the developed methodology is proven. According to the results, an increase in the level of professional identity also enhances the effectiveness of pedagogical activity. The findings of the article have significant scientific and practical importance in improving the system of music education.

Keywords: Professional-pedagogical identity, music education, reflective activity, motivational-value approach, creative-aesthetic development, pedagogical activity, didactic foundations, psychological factors, professional development, educational process, integrative approach, pedagogical diagnostics, personality development, professional training, aesthetic thinking.

Introduction: In a period when the modern education system is undergoing transformational processes, the professional development of a teacher is considered not only in terms of knowledge and skills but also in close connection with their internal professional identity. Professional-pedagogical identity reflects the level of self-awareness of an individual as a teacher, the acceptance of professional values, and the degree of formation of a reflective attitude toward their own activity. Particularly in the field of music education, the formation of this identity is a complex and multi-layered process in which aesthetic thinking, creative approach, and emotional-intellectual harmony play a crucial role. The problem of developing professional identity in the process of training future music teachers is emerging as a relevant pedagogical issue. This is because a music teacher is not only a transmitter of knowledge but also a carrier of cultural values, a provider of aesthetic education, and a subject shaping personality.

Therefore, without a strong professional identity, the effectiveness of pedagogical activity cannot be adequately ensured. The relevance of this study lies in the necessity to improve the process of forming professional-pedagogical identity in future music teachers in higher education institutions through the integration of didactic and psychological foundations. This requires the introduction of new methodological approaches into the educational process as well as an in-depth analysis of the student's internal development mechanisms.

LITERATURE REVIEW AND METHODOLOGY

The issue of professional-pedagogical identity has been widely studied in pedagogy and psychology, and its theoretical foundations are interpreted in connection with personality development, professional formation, and the concept of reflective consciousness. In modern scientific research, professional identity is explained as

an individual's conscious attitude toward their profession, internal motivation, and a specific position in activity. From a didactic point of view, the formation of professional identity is carried out through the harmony of educational content, methods, and tools. In this process, the goal-oriented, content-based, and processual components of education function in an interconnected manner. The goal-oriented component determines strategic tasks aimed at forming professional identity. The content component includes a system of knowledge related to music pedagogy, psychology, and art studies. The processual component ensures the application of this knowledge in practical activity. From a psychological perspective, the formation of professional identity is related to reflection, self-awareness, motivation, and the system of values. The ability of a student to analyze their own activity, evaluate their capabilities, and strive for self-improvement are important indicators of identity development. A systemic approach, an integrative approach, and an activity-based approach were used as the methodological basis of the study. Additionally, methods such as pedagogical observation, diagnostic surveys, expert evaluation, and experimental work were applied. During the research process, specific criteria and indicators were developed to determine the level of professional identity of future music teachers.

DISCUSSION AND RESULTS

Experimental work was conducted in higher education institutions, during which special pedagogical technologies aimed at developing the professional-pedagogical identity of future music teachers were tested. During the experiment, significant positive changes were observed in students' levels of reflective activity, professional motivation, and creative approach. The results showed that in groups where a didactic-psychological approach was applied, the level of professional identity formation was significantly higher compared to traditional teaching methods. Students developed a conscious attitude toward their professional activity and acquired skills to effectively organize the pedagogical process. In addition, tasks aimed at developing reflective activity, creative projects, and practical training had a positive impact on students' internal development. They began to better understand their professional role and showed an increased need for self-improvement. Statistical

analysis of the experimental results also confirmed a positive dynamic. The indicators of professional identity in the experimental group were significantly higher than those in the control group, which demonstrates the effectiveness of the developed methodology.

CONCLUSION

The results of the study showed that the process of developing professional-pedagogical identity in future music teachers is effectively implemented through the integration of didactic and psychological factors. Professional identity was identified as an important factor determining an individual's readiness for pedagogical activity. It was established that it is possible to enrich the content of education through didactic approaches and ensure the internal development of students through psychological mechanisms. This, in turn, makes it possible to organize the educational process more effectively. In addition, based on the research results, the necessity of widely introducing reflective and creative activities into the training process of future music teachers, strengthening an individual approach, and improving the system of pedagogical diagnostics was substantiated. In general, scientifically grounded approaches aimed at developing professional-pedagogical identity contribute to improving the quality of music education and play an important role in enhancing the system of training pedagogical personnel.

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