

## **FEATURES OF EDUCATION OF AESTHETIC FEMALES OF FUTURE TEACHERS OF MUSIC ARTS BY MEANS OF ARTS POLYPHONY**

**The purpose of the article** is to analyse the peculiarities of educating future music teachers' aesthetic taste using the means of polyphony of arts.

**Statement of the problem in general terms.** In the modern world, the importance of art as a means of human development is increasingly growing. In this regard, it is important to form aesthetic taste and understanding of art in general in higher education students, future teachers of music. For this purpose, it is necessary to use various methods and approaches to teaching, including the means of polyphony of arts, which allow developing creative and communication skills, as well as the ability to interact with various art forms. However, the problem is that music teachers do not always use an integrated approach to teaching and students do not always gain a sufficiently comprehensive understanding of art. Therefore, it is important to analyse the effective means of using polyphony of arts in the education of aesthetic taste of future music teachers.

The scientific works of domestic and foreign scholars do not fully describe the peculiarities of educating the aesthetic taste of future music teachers using polyphony of arts, because many of the modern methods of educating aesthetic taste are based on a mono-disciplinary approach, while polyphony of arts involves the integration of different types of art.

**Summary of the main research material.** The early twentieth century saw the spread of advanced ideas in the field of music education in the national pedagogy. Prominent Ukrainian composers such as M. Verkhovynets, M. Leontovych, M. Lysenko, Y. Stepovyi, K. Stetsenko, and B. Yavorsky were actively involved in the development and publication of musical manuals, music collections, guidelines, and recommendations for music education and training. Researchers associate their activities with the development of musical and aesthetic thought in Ukraine and the

formation of national principles of musical and aesthetic education (*Kovtun, 2013, p. 63*).

A future teacher is an important part of the education of the younger generation. It is he or she who encourages children to learn music and influences their tastes. Taste is the ability of a person to evaluate the aesthetic value of objects, artistic phenomena and reality through direct feeling. In the context of evaluating works of art, this type of taste is called artistic taste. As an active manifestation of aesthetic attitude, taste reflects certain features of aesthetic consciousness and dialectical contradictions between the individual and the social. Since taste is formed on the basis of social and historical experience, it is always uniquely individual in its form. Taste combines sensual and rational aspects, including an understanding of the phenomena and objects being evaluated. It manifests itself in a personal emotional reaction such as "like – dislike" (*Estetychne vykhovannia ditei ta molodi: teoriia, praktyka, perspektyvy rozvytku, 2012*).

Aesthetic taste interacts in a dialectical relationship with the aesthetic ideal, aesthetic perception, aesthetic needs and aesthetic evaluations, which develop both in the educational process and in the constant activity of a person. Without the ability to perceive the beautiful and feel pleasure from it, it is impossible for a person to realise the need to embody the aesthetic in all spheres of activity without exception (*Khomiak, 2015, p. 8*).

So, based on the above, taste is always a synthesis of logical analysis, emotional impressions, judgements and experience, awareness and intuition. Summing up the aesthetic experience and feelings of a person, his or her aesthetic sense, taste embodies the movement towards harmony in the emotional and intellectual spheres. Aesthetic taste is the ability of a person to evaluate aesthetic objects and phenomena in accordance with their own aesthetic needs and conscious reactions to perception and emotions.

Aesthetic taste is the sphere of aesthetic norms by which works of art are evaluated. However, the development of personal aesthetic consciousness mainly involves aesthetic sensibility and aesthetic reason or intelligence.

Students and young people are a fertile ground for assimilating the spiritual wealth of society. Higher music education is an instrument for the formation of aesthetic ideals and value orientations in future music teachers. Their artistic thinking, systematic knowledge and perspectives, and practical skills. It is in such an environment that a person's worldview principles are formed, which determine the level of education that should be characteristic of the profession.

Thus, one of the means of educating an aesthetic female is "polyphony of arts" - a process in which different types of art coexist and interact with each other to create something new and holistic. This tool can be used in various aspects of the education of future music teachers.

Firstly, the interaction or polyphony of the arts can be used to develop aesthetic perception. Students who are aware of different art forms and are able to analyse them have a more developed aesthetic perception. This can be achieved, for example, through cooperation with teachers of other artistic educational components, such as painting, literature, theatre, etc.

Secondly, the interaction of the arts can be useful for developing creativity and innovation. When students learn to connect different types of art, they develop the ability to see problems and situations from different angles and find creative solutions. For example, a music student studying jazz improvisation may be interested in painting abstract pictures, which can help them expand their musical range and express themselves in new ways. Or a vocalist can learn how to emotionally express the lyrics of a song using theatre tricks that are studied in the educational component "Fundamentals of Stage and Screenwriting".

In addition, it is important that music teachers encourage higher education students to develop their own creativity by giving them the opportunity to experiment with sounds and instruments and create their own music. This will not only allow students to develop their creative potential, but also to increase their self-esteem and confidence in their abilities. To this end, creative workshops can be organised where students can work with sound equipment and instruments, and learn more about music creation and its elements.

Music teachers can also encourage students to explore different art forms by using an integrated approach to teaching that combines different artistic disciplines and areas to achieve educational goals.

Another means of interaction between the arts is the use of visual arts. Higher education students can study works of art based on musical compositions and analyse how images and colours can reproduce musical emotion and feeling. Learners can also create their own musical compositions that reflect their own emotions and feelings and create appropriate visual works that reflect their interpretations of their musical compositions.

Thus, integrating music and visual arts can contribute to the development of students' creative thinking and increase their interest in the arts in general, as well as help to develop their aesthetic taste and understanding of art as an important form of expression. As a result, students may become more open to the arts and feel a greater need to understand and explore them. An integrated approach can also help music teachers to create more holistic and effective methods of developing students' aesthetic taste.

In addition, the use of technology such as video, audio and computer programmes can also help to develop students' aesthetic taste. Students can use these technologies to create visual and audio works that convey emotions and moods. For an integrated approach to be effective, it is important to ensure interaction between teachers of different artistic fields, as well as between students. Higher education students of music can collaborate with students of the school of art to create a joint project that combines music and visual arts. Such projects will help students develop collaboration, creative imagination and aesthetic taste.

In addition, it is important to provide access to various forms of art for students, which may be different from music, such as theatre, visual arts, cinema, literature, etc.

**Conclusions and Prospects for Further Research.** Developing aesthetic taste in future music teachers is an important component of their professional training. The use of polyphony of arts in the learning process can help to develop students' understanding and testing of different forms of expression, as well as to develop their

aesthetic taste and cultural awareness. In addition, it can contribute to the development of creative thinking of higher education students, as they will be forced to combine and interact with different types of art, which stimulates their creativity and allows them to expand their artistic horizons. In addition, an integrated approach can increase students' motivation to study music, as it enables them to see music in the context of a broader cultural palette.