

8. THE DEVELOPMENT OF MUSIC-PEDAGOGICAL EDUCATION OF UKRAINE IN THE 60'S –70-IES OF THE XX CENTURY

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Abstract: *The article has analyzed and systematized the development of musical-pedagogical education in Ukraine in the 60's –70-ies of XX century. It has summarized the experience of training of specialists with higher musical-pedagogical education at the faculties of Humanities, where the 50's - 60's graduates received diplomas of philologists, historians, geographers with additional qualification of a teacher of music and singing. It has also been grounded the establishment of the first musical-pedagogical faculties at educational institutions in different regions of Ukraine (Kyiv, Luhansk, Drohobych, Odesa, Zaporozhia). Having based on the analysis of the archival documents it has been revealed the main directions of the formation of teaching staff of specialized departments, organization of the educational process, creation of the art groups, participation of students in research work, teaching practice at secondary schools. It has been proved the importance of concert performance and musical educational work in the pedagogical formation of prospective teachers of music and singing. Their role in raising the level of musical and aesthetic education of children and youth in the 60's of last century has been proved. The 70's years of the twentieth century of the history of Ukraine are known as the years of corresponding changes in the socio-political processes, "thaw" in all spheres of life, particularly in the organization of higher education activity. This period of musical-pedagogical education is characterized by democratization and the search for more advanced forms of the educational-upbringing process.*

Key words: *musical-pedagogical education, musical-pedagogical faculties of, training of teachers of music and singing, organization of the educational process*

1. Introduction

Full-fledged participation of Ukraine in the Bologna process, which is aimed at creating of a common European educational space, has resulted in solving of a number of problems both at theoretical and practical levels. Deep understanding of the patterns and main directions of modernization of musical-pedagogical education of Ukraine is possible only under condition of understanding and awareness of the historical experience of foreign and domestic education, heterogeneous processes of inheritance of the achievements of the musical-pedagogical area. The basis of spiritual, social and cultural development of any society is a profound educational organization which aims to provide comprehensive development of a human as a personality, contribute to the formation of high moral, ethical and aesthetic qualities. Pedagogical higher education institutions, which carried out training of teachers of music and singing at the newly created musical-pedagogical faculties in the 60s of XX century, were in power to solve this task.

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2. Discussions

Exploring the origins of the history of musical-pedagogical education and formation of musical-pedagogical faculties, it should be noted that up to 1962 the training of teachers of music and singing was performed at historical and philological faculties in dual specialization, where the admission plan amounted to 20 percent of the total number of applicants at the faculty. After graduation a small proportion of graduates chose to work the second career. Taking this into consideration, and experiencing an acute need for qualified teachers of music and singing, the Ministry of Education, headed by the Deputy Minister of Education of the Ukrainian SSR S. Zavala, raised the issue before the Council of Ministers of the USSR on the establishment of musical-pedagogical faculties at educational institutions and special teachers training of this profile. On behalf of the Ministry of Education of the Ukrainian SSR the necessary educational-material base and prerequisites for the establishment of a new specialty were created.

The analysis of the archival materials shows that the foundation of the Musical-Pedagogical Faculty of Drohobych State Pedagogical Institute named after I. Franko (hereinafter DSPI n. a. I. Franko) was laid due to the functioning of the teacher training courses at the Conservatoire of the Galician Musical Society which had been organized in 1880. From 1939 to 1962, the Musical-Pedagogical Faculty functioned at Lviv State Conservatory named after M. Lysenko. By the order of the Ministry of Education of the Ukrainian SSR № 143 dated 7 July 1962 the evening Department of Musical-pedagogical Faculty of DSPI n. a. I. Franko was organized and Musical-pedagogical Faculty on the basis of Zaporizhzhia State Pedagogical Institute (hereinafter ZSPI) was established. The same order established the evening Departments at the pedagogical faculty of Kyiv State Pedagogical Institute named after O. M. Gorky (hereinafter KSPI named after O. M. Gorky) and at the faculty of Ukrainian Philology of Luhansk State Pedagogical Institute named after T. Shevchenko (hereinafter LSPI n. a. T. Shevchenko).

The process of the development of musical-pedagogical education in the 60's was carried out at a brisk pace. The program of the CPSU included improving of aesthetic education of the younger generation, formation of musical and aesthetic interests, tastes and preferences in young people. Implementing the main provisions of the Program, the Ministry of Higher and Secondary Specialized Education of the Ukrainian SSR established new musical-pedagogical faculties at pedagogical institutes of the republic. In 1964 the musical-pedagogical faculty on the basis of Nizhyn State Pedagogical Institute named after M. Gogol (hereinafter NSPI named after M. Gogol) was founded, and later the admission of full-time students at the musical-pedagogical faculty of DSPI named after I. Franko was announced.

To provide urban and rural secondary schools with teachers of music and singing it was established the full-time Musical-Pedagogical Department at the Pedagogical faculty of KSPI n. a. O. M. Gorky, which was reorganized into an independent musical-pedagogical faculty in 1970 (Gavrochenko O., p. 2). In

1965-1966, by the decision of the Ministry of Education of the Ukrainian SSR there were opened some Musical-Pedagogical Departments on the basis of Ivano-Frankivsk State Pedagogical Institute n. a. V. S. Stefanyk, Odesa State Pedagogical Institute named after K. D. Ushynskiy. The analysis of the archival materials highlights that the musical-pedagogical faculties joined people of different age, profession and experience. Among the entrants there were many graduates of music schools that had had some experience at secondary schools and sought to obtain higher education. Good musical training was demonstrated by the graduates of music schools. A great number of the applicants were from rural areas, so they were given preference for the admission to the Institute.

The teaching staff of the newly created Musical-Pedagogical Faculties was gradually replenished by the graduates of the conservatoires, who conducted the educational process. They had a good training and willingness to take an active part in concert performance and musical education. In November 1966, during the reorganization of the Department of Music and Singing of DSPI n. a. I. Franko there were created two departments: the Department of Choral Conducting and History and Theory of Music and Playing the Musical Instruments. The teachers of the Department of Choral Conducting paid much attention to choral singing. The work of a choral class was organized so that every fourth year student had an opportunity to work with certain parties, groups, all the members of the choir. Most students were creative to solve the aforementioned tasks, were fluent in the methodology of choral works learning.

Conductor's skills and techniques for working with choir were fixed during the teaching practice, which was held for the students of evening classes in free from study and work time. Those students, who worked as teachers of music and singing at schools, had their teaching practice at workplaces under the guidance of the methodologists. Teaching practice stimulated professional interest, helped to realize their attitudes to learning, identified gaps in professional and psycho-pedagogical training. The educational process of the students of the evening Musical-Pedagogical Department of KSPI n. a. O. M. Gorky was provided by the specialists of high qualification. Musical-theoretical disciplines, History of music, basic musical instrument, conducting, vocal technique and music education were taught by the specialists of the Department of Music and Singing, which was headed by L. Vysochynska.

25 persons were enrolled as first year students at the newly created Musical-Pedagogical Faculty of OSPI n. a. K. D. Ushynskiy in 1966. Its first Dean and the Head of the Department of Music and Singing was M. Karolevskiy, who was the founder of the Musical-Pedagogical Faculty in Luhansk. The Department of Music and Singing always paid attention to improving of professional skills of teachers, which was carried out by open lectures, practical workshops with discussions, personal participation in concert performances. During that period, the brass and symphony orchestras, orchestras of folk instruments, choral groups and vocal-instrumental ensembles were created at the Musical-Pedagogical Faculties. The students mastered their skills in playing the

folk instruments, mastered the repertoire in the orchestral group (*Richnyi zvit.*, p. 12).

S. Kalmykov created the orchestra of folk instruments at the Musical-Pedagogical Faculty of OSPI n. a. K. D. Ushinsky, the basis of which were bayans and accordions. The group led an active concert life and became an effective means of musical and aesthetic education of students. The choirs were established: the mixed choir under the direction of S. Kosynskyi and the academic choir, which was ruled by V. Ulyash. These groups participated in the concerts dedicated to the remarkable dates in the life of the Soviet people. The traditions of choral performance and vocal-choral education, incorporated by V. Ikonnikov in NSPI n. a. M. Gogol, were continued by the teachers of the Department of Music and Singing with N. Buravskyi as ahead. The students' mixed choir, which he headed, performed complex choral works, participated in important concerts, was viewed as an instrument of vocal and choral education of prospective teachers of music and singing. The boys' choir, founded by A. Lashchenko, was currently established in Nizhyn. Graduate students were involved in working with this exceptional group.

From the early days of the Musical-Pedagogical Faculties there were held their creative connections with the methodological organizations of teachers of music and singing. In 1963 the regional seminars for the secondary schoolteachers of music and singing of Lviv region were conducted. The first experience of conducting such workshops showed positive results. The teachers of DSPI n. a. I. Franko decided to develop methodological and visual materials for the study of Ukrainian classical and modern music to reinforce the organization of extracurricular activities in musical and aesthetic education of schoolchildren. The experience of holding regional seminars for the secondary school teachers of music and singing was approved by the methodical Commission of the Ministry of Education of the Ukrainian SSR, headed by M. Lysenko. The main objective of the workshops was to provide the teachers of music and singing, especially in rural areas, with practical and methodological assistance.

Carrying out the decisions of the scientific-methodical Commission of the Ministry of Education of the Ukrainian SSR, dated 6-8 January 1963, the Head of the Department of Music and Singing of ZSPI V. Nikulenko together with the Regional Institute for Teachers organized the first regional seminar for the secondary schools teachers of music and singing in Zaporozhia. The lecturers told the audience about the methods of organizing and listening to music, basic principles of singing the notes at the initial stage of training, technique of work in a choir of high school (*Zvit kafiedry.*, p. 2). At a three-month course, which was managed by G. Sagaidak, the school teachers of Zaporizhzhya, Vinnytsya, Zhytomyr, Kirovohrad, Kyiv, and Donbas improved their qualifications. In a short term the teachers, who had no special musical education, received knowledge, abilities and skills necessary for teaching and extracurricular work (Lysenko, M., p. 2).

Thus, teachers of specialized departments took an active part in solving problems of perfection of professional-pedagogical training of secondary school teachers. This process had a two-way communication: the experience was enriched; the main problems and means to overcome them were identified. The students studied the experience of work with children's choirs, visited rehearsals of the choir of G. Glier music school. Despite different levels of musical training, the lessons of music and singing, conducted by the students, were highly evaluated by the teachers and methodologists (Lysenko, M., p. 2). The teachers of music and singing had an opportunity to improve their methodological level, and those, who had no musical education, acquired the necessary knowledge, skills and abilities in conducting classes of music and singing and organization of extracurricular work on musical and aesthetic education of schoolchildren.

Carrying out the decisions and resolutions of the Government, in May 1965 the Ministry of Education of the Ukrainian SSR held a Republican meeting on the issues on improving of the level of aesthetic education, ideological and moral development of the younger generation. The experience of the newly created musical-pedagogical faculties was considered and approved at the meetings of the Educational-Methodical Commission of the Ministry of Education of Ukraine. The analysis of the reports on educational and research work of the deans of the faculties witnessed an adequate level of training of prospective teachers of music and singing. The decision of the Commission was to recommend the Ministry of Education to extend the network of musical-pedagogical faculties in other regions of Ukraine, primarily in the Eastern region, where there was an exigency in experts of the musical-pedagogical profile.

3. Solutions

In the early 70's the groups of teachers and students of musical-pedagogical faculties accumulated eight years-experience of work. Consequently, there is an objective need for its study and synthesis to identify problems that need immediate solutions and test the effectiveness of content, forms and methods of further professional-pedagogical training of teachers of music and singing. The distinguishing characteristic of these years were the circumstances that a significant number of teachers, accompanists of musical-pedagogical faculties was involved in the process of compilation and verification of the effectiveness of good teaching experience. The participation of such a great number of qualified specialists contributed to the improvement of work of musical-pedagogical faculties, which allowed making basic conclusions about the use of new methods, techniques and organizational forms of increasing the efficiency of the educational process.

The improving of the organizational structure of the musical-pedagogical faculties was carried by enhancing the coordinative function of faculties' councils. The activity of these councils was conducted according to the approved plans. The extended meetings, at which the results of the previous

academic year and tasks for the new school year were discussed, took place at the beginning of the school year. The plans of departments, plans of council's meetings, programs of special-courses and optional circles were approved too. Faculty Council oversaw the load distribution between the teachers of faculty departments, controlled over the allocation of public orders. The schedules of educational process were being evolved; the work plans of subjects, individual teachers' plans, work plans of performing disciplines were being approved. The questions of improvement of the educational process, increasing the level of scientific-methodical work of departments, of the course and the realization of teaching practice, the results of entrance and state exams were discussed at meetings of the faculty council.

Propaganda of music art, attracting young people into active musical-creative activities stimulated the interest in music-teaching activities. The competition to enter the music-pedagogical faculties was being increased significantly. The question of training of highly qualified teachers occupied the central place at the sixth session of the Verkhovna Rada, where the state of public education, improving the educational process were discussed, the issues of improving the material and technical base, construction of apartments were treated. A number of important resolutions, including "On improvement of system of professional education", "On measures for further improvement of higher education in the country" were adopted in 1974. Therefore, it was the increased attention from the University administration to the needs of musical-pedagogical faculties and taking care about them. Better conditions of work were being created constantly; the number of classrooms was increasing, the material-technical base was being expanded, the instruments were being renewed. But the process occurred slowly.

The openings of the preparatory offices at music-pedagogical faculties where future graduates can gain professional knowledge required for teaching in universities were the neoformations of the 70's. These were the courses a month before the entrance examination where applicants from the village region could deepen their knowledge of the main musical instrument, solfeggio, music theory. The studies were conducted by experienced professionals who have researched personal development opportunities and the development of musical abilities of students that allowed making a quality set of students for the I course. The unusual specifics of these offices were in that the students - undergraduates took part in teaching musical subjects. Such a practice gave positive results, the students gained experience of teaching professional disciplines, attached knowledge of how to work on a music repertoire, acquired skills of teaching maturity.

In the early 70s the USSR Ministry of Education carried out a broad action plan aimed at improving the efficiency of the educational process in educational institutions. Professional departments of music-pedagogical faculties were working on finding new forms of work. Increasing of the number of students in the system of musical-pedagogical education caused some structural changes. Musical-pedagogical departments turned into independent

faculties. Some differentiation processes were held at the newly formed music-pedagogical faculty. New departments were opened, subject-teaching sessions were created, the number of teachers increased depending on the professional-methodological orientation.

The need to increase scientific-theoretical level of the teachers-scientists staff led to the admission of teachers into the post-graduate research studentship. The musical-pedagogical faculties of Ukraine in the 70's years were supplemented by the first scientists who defended their dissertations in leading scientific centers of the USSR. Their researches had been connected with the improvement of the educational process at musical-pedagogical faculties and the musical-aesthetic education of the pupils. In the first half of the 70's music teachers of specialized departments of music-pedagogical faculties, along with traditional forms of activity, were trying to find new, original forms and means to improve the performing maturity of the future teachers of music and singing.

The teachers of the specialized departments, continuing the traditions of the previous years, invited leading scientists, composers and musicologists for open sessions and solving the problems of professional-pedagogical training of future teachers. The relationship with the high school became fixed and traditional form of work. Already tested forms of work were used and new experimental approaches to cooperation were worked out. The music studios were based on the secondary schools according to the experimental purposes which provided the qualitative development of musical abilities of children and increased the level of extracurricular activities in musical-aesthetic education of students. Teachers of music and singing were recommended to use the knowledge, abilities and skills that students gained at the studies in music studios and at the music lessons to provide an integrated approach and to increase the level of musical and creative abilities of students.

The development of musical-pedagogical education made adjustments to the organization of educational process and professional-pedagogical training of the specialists at musical-pedagogical faculties. The main innovation of 1974 - 1975 academic years was entry of public examination of the main musical instrument into the curriculum in addition to vocal-choral upbringing and training of conductor. Therefore, the students performed five pieces: a polyphonic work, a part of sonata or a concert, a play, composition of the school program of listening the music and song for the school choir. The characteristic feature of this period in terms of establishing the relationships with schools was that teachers of music-pedagogical faculties provided the targeted assistance help to former graduates; they helped former students in methodological work and lessons' planning, using the various activities of tune-harmonic hearing of the children, methods of vocal-choral works and activities with polyphony. Teachers of music-teaching faculties were involved by the regional departments of education to checking the status of teaching music and singing and to conducting extracurricular activities in musical-aesthetic education of students in secondary schools in the city and region.

New forms of cooperation were offered to teachers of the professional departments of music-teaching faculties together with the teachers of pedagogical schools. Methodological assistance help was provided to school teachers who conducted the lectures and practical studies in methods of musical education. They all together made changes in work programs based on the needs of the school, corrected the allocation of hours to study some topics of the course. Former graduates of music-teaching faculties performed open lessons with the pupils of the school, on which the professors of music-teaching faculties were invited. They all together solved the problem of individual training of teachers of primary school, who also conducted the lessons of music and singing in schools.

Analyzing the material and following the main stages of music-pedagogical education, we can state that councils of the faculties played a coordinative role in the educational process at musical-pedagogical faculties; in the early 70's a trend of increasing the admission for musical-pedagogical faculties was observed; training courses in professional disciplines began to work; music-pedagogical departments transformed into independent faculties, specialized departments were reorganized, the number of subject-methodical commissions increased; musical-pedagogical faculties were enriched by the scientists who had defended their candidate dissertations; art ensembles worked on the faculties in full force; teachers of specialized departments conducted open lessons, visited sessions of departments in basic schools; leading experts of music-pedagogical education were invited for lectures and practical studies; the students demonstrated their level of professional training at state examinations; teachers of the faculty provided methodological support to teachers in secondary schools, supported work relations with former graduates, provided methodological assistance to teachers of teaching colleges, realized a permanent work with teachers-trainees, worked on teacher training courses; the experts of music-pedagogical faculties participated in the activity of Pedagogical Society, University of pedagogical knowledge and people's universities of culture.

Summing up the state of music-pedagogical education in the first half of the 70's, we note that it was time of gaining experience and testing of the main regulations of the concept of training teachers of music and singing for secondary schools of Ukraine. Musical-pedagogical faculty trained professionals who solved the tasks of musical-aesthetic education, formed the spiritual culture of the younger generation. The educational process in higher educational institutions of Ukraine in the second half of the 70s was built in accordance with the tasks defined by the Council of Ministers of the USSR "On measures to improve higher education in the country," "On further development of higher education and improving the quality of training specialists" and "on work in the Moscow M.E. Bauman higher technical school and Saratov M.H. Chernyshevs'kyi State University with the improving of the ideological and theoretical level of teaching of the social sciences". The educational process was planned according to these documents; the relationships of studying with school education and social activities for future professionals were strengthened.

The immediate impact on the organization of musical and pedagogical education has been made by separate regulations and instructive-methodological tools devoted to the activities of secondary school and aesthetic education of youth. These were: a government decree "On further improvement of studying and upbringing of pupils of secondary schools and training them to work" and Resolution of Ministry of Education of the USSR and the Ministry of Culture of the USSR "On further improvement of aesthetic education in schools." The associations on professional departments tried to improve the quality of practical studies in conducting and choral lessons through the development and implementation of educational repertoire based on these documents. In the process of studying the musical works their content was closely associated with modern life, which increased the educational role of music and influenced on the formation of the world-view. Teachers tried to improve international and patriotic education by means of acquaintance with the works of fraternal nations and nations of the USSR. Work with students on musical-pedagogical faculties was planned in such a way that to form a conscious attitude of the students to the chosen profession, readiness to creative approach in solving the problems.

A characteristic feature of the second half of the 70s was that according to the above government regulations in this period the process of registration of the organizational structure of music-pedagogical sub-departments of higher education was actually completed. October 13, 1976 the memorandum "On the state of training of teachers of music and singing in the educational institutions of the republic," was published according to the results of the audit by the management of higher and secondary educational institutions of musical-pedagogical faculties of Voroshylovhrad, Mykolaiv and Rivne pedagogical institutes. It was stressed in the memorandum that the pedagogical collective bodies of the faculties conduct confident work to improve the quality of training the specialists. However, according to the results of the audit there were significant shortcomings on the musical-pedagogical faculties. Some of the students studied mostly satisfactory, had not mastered the techniques of playing the musical instruments, conductor technology, the singers voice. This required significant improvement of teaching musical subjects, improving the forms and methods of group and individual lessons.

In the second half of the 70s a trend of expanding cooperation and creative relationships between departments of the various institutions and research establishments was observed. This work was made in two directions: inviting leading scientists for lectures and practical studies and exchanging of creative achievements of art collectives. Students were acquainted with the achievements in the field of music education methods, promising areas of scientific research in music pedagogy. In 1978 a meeting of scientific-methodical commission on methods of musical education was conducted, which worked at the Ministry of Education of the USSR. On the agenda the questions of training of music teachers for secondary schools and future perspective directions of realizing the experiment of introducing a new concept of musical-aesthetic education of students proposed by D.B. Kabalevs'kyi were stated.

With an aim of putting the school programs into the work programs of music-theoretical and special subjects the teachers of professional departments of KSPI named after O.M. Gorky studied the content and process of adapting the new program. Together with students they synthesized the experience in implementation the new program "Music" in working out of which the senior researcher of the Research Institute of USSR L.O. Hlyebnykova was involved. Teachers of methods of musical education were studying the experience of academic D.B. Kabalevs'kyi, attended music lessons of teachers in Kuibyshev who worked together with D.B. Kabalevskyi and had the experience of working with his program. Based on this, the methodists and students of the faculty were introduced actively to the creative process of adaptation. For the realization of experimental work in secondary schools and at the faculty the necessary conditions had been created. Well equipped library, classrooms of music, audiences for lectures, seminars and individual lessons, independent work worked well. There was the required number of musical instruments, teaching aids, technical means of training. In the second half of the 70s the purposeful work of teachers of specialized departments in formation of future teachers' abilities and skills to work with choral and orchestral groups and ensembles of different staffs was being continued.

It was proposed by Ministry of Education of the USSR to musical-pedagogical faculties of Ukraine to implement course choirs and written analyses of works for graduate students. Therefore, to improve the quality of conductor-choral training of future teachers of music and singing at musical-pedagogical faculties the work with educational choruses of the I, II, III courses was organized so that students conducted practical lessons, practiced independently choral works of various complexity. This made it possible to improve significantly the quality of students' training as the leaders of choirs. Work with homogeneous female choirs was focused on learning the compositions of school choir repertoire. This made it possible for students to gain experience and learn the technique of vocal-choral works. While working with homogeneous male choirs the students were acquainted with the specifics of the group, peculiarities of methods of vocal-choral upbringing, translated original works based on the contingent of the staff, studied the repertoire, acquired experience in practice activity.

The work with mixed choirs included students' acquainting with the works of great volume, with good performance of choral music. Based on the mixed choirs vocal-conductor ensembles were created, where students were practicing independently choral works. This gave them an opportunity to work independently with the score and to realize them as a leader-conductor. The introduction of compulsory compositions of patriotic and internationalist character, compositions about the Motherland, works of contemporary composers, reflecting the Soviet way of life was installed in the repertoire of the training choirs, individual plans for conducting and voice-training. Independent work still occupied a prominent place in professional-pedagogical training of students. Control of independent work was carried out by conducting

colloquiums in theoretical disciplines, academic concerts and technical credits (twice in semester), by listening to the state program for the main musical instrument and conducting (twice a semester), monthly control lessons, various competitions for the best performance of musical works and so on.

It is reasonable to point out that during this activity an independent selection and studying the works of school repertoire were being foreseen, certain chapters of textbooks, methodical and monographic literature were being elaborated, individual and group activities connected with the questions of writing essays, annotations to music compositions, course works. Scientific-methodical training of students for pedagogical practice was carried out based on the Decision of the Council of Ministers (December 1977) "On further improvement of training and education students of secondary schools and preparing them for work". The students used new methods of musical-aesthetic education of pupils based on the advanced experience of Soviet and foreign teachers. During the pedagogical practice in schools, who researched a pilot program proposed by D.B. Kabalevskyi the students participated in the working out of content of music lessons, studied their role in the musical-aesthetic education, formation of musical culture and students' world-view.

The departments developed the forms of validation of students' knowledge for improving the quality of training future professionals to work in schools. Such reporting forms as: a control listening, contests, performances of choirs were introduced into the studying process. The gradual improvement of the quality of students' knowledge, increasing the percentage rate of students who studied at the "excellent" and "good» became the result of the development and conducting of such activities. Teachers of music and singing of secondary schools increased psychological-pedagogical and methodological level at the courses, which had been existed at the regional institutions of improving teachers' training. The teachers of higher and secondary musical-pedagogical education and teachers who did not have special education, mostly from rural areas were invited to such forms of studying. Such courses had been organized in every region of Ukraine.

The second half of the 70s is known in the history of music-pedagogical education as a period of cooperation and musical "immersion" of teachers of music-pedagogical faculties into the problems of musical-aesthetic education of pupils in secondary schools. A new form of cooperation such as visiting meetings of the teachers of professionals departments in basic schools were organized due to actual last-time adaptive processes associated with experimental work on a new program. Conducting of visiting sessions of specialized departments of music-pedagogical faculties in basic schools had a two-way connection. Firstly, teachers of music-pedagogical faculties provided methodological assistance to teachers of music and singing; secondly, they enriched their experience of music-aesthetic education of pupils.

A career-oriented work, which depended on the quality of the educational process, remained an important focus of the music-pedagogical departments in the 70s. The pedagogical practice, activities of faculties of future teachers,

concert activity of teachers and students, teachers' travels to rural areas to solve the questions on admission of students, teachers' and students' lectures and presentations with schoolchildren, their parents, work collective bodies. Teachers of music-pedagogical faculties conducted career-oriented work among graduates of pedagogical colleges, pupils of the 9-10 forms of schools, graduates of children's music schools and music teachers who were being trained at the courses. Graduates of secondary schools who consciously decided to become teachers of music attended the FMV, which were formed in 1979 and played an important role in the musical-pedagogical education of the twentieth century. There were teachers at each faculty who were responsible for organizational events with prospective students. Once a month FMV listeners were able to get advice in main musical instrument, music theory and solfeggio. Teachers of specialized departments, taking into account individual opportunities of future entrants, helped to choose the repertoire, proposed the interpretations of music compositions, solved the issues of music theory, taught the methods of writing of musical dictations, developed acoustic conceptions of students.

Faculty of Social Sciences began its activity in the 70 years at the music-pedagogical faculties. The traditional form of work was public-political practice, which was planned by taking into account the specifics of future music teacher. The students' lecture-propaganda skills were formed; the improving of musical-performance and teaching skills were stimulated according to this activity. The lectures-concerts were the most common form of social-political practices, which students presented in sponsored schools and military units. There they talked about the livelihoods of outstanding composers and performers of music genres, while performing instrumental and vocal works of famous composers.

Thus, the reorganization of structural subdivisions of music-pedagogical faculties had been completed in the 70s years; there was a stability of contingent of students and increasing of the quality of education; the staff potential was completed by former graduates of musical-pedagogical faculties, folk and honored artists, Ph.D.; material base was strengthened; the cooperation relationship between music and teaching faculties in different regions of Ukraine was expanded; new concepts and technologies were introduced in the educational process; teachers and students were actively involved in the process of adaptation of the new program of "Music"; the course choirs and orchestral ensembles were created to form students' skills in vocal-choral works and orchestral work groups; an independent work played an important role in the educational process; teachers and students provided methodological and practical assistance to teachers and pupils of secondary schools; the faculty of advanced training of teachers of secondary and higher educational institutions was opened at the base of KSPI named after O.M. Gorky; the collective bodies of the specialized departments cooperated with regional teachers training institutions; the issues of cooperation of music-pedagogical faculties and the teachers of music and singing were resolved on visiting meetings of specialized departments in basic schools; teachers conducted career-oriented work among

the pupils of secondary schools; the faculties of Social Sciences became a new form of training.

4. Construction of references

Creation of first musical-pedagogical faculties at pedagogical institutes in Ukraine met the requirements of the secondary school in its providing with teachers of music and singing. It also had a positive impact on the condition of musical-pedagogical education. Educational sector felt the need of professionally trained teachers. The first seeds gave good germination and stimulated the establishment of new faculties in various regions of Ukraine. Further scientific research allows generalization of the experience of teachers of music training in the period of reform and modernization of the education system.

5. Conclusions

As a conclusion it should be noted also that in the second half of the 70s significant changes in the content and organization activity of specialized departments that have contributed to the development of the theory and practice of music-pedagogical education had been made. Teachers of specialized departments conducted a targeted teaching work on the transition to teaching professional disciplines under the concept of creating a new musical-aesthetic education of the students. Musical-pedagogical faculties fully implemented teaching-upbringing opportunities in the training of highly qualified teachers of music and singing for schools and made long-term plans for further development and improvement.

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