

Content and structure of future music teachers' readiness to work in a blended learning environment

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Abstract

The article deals with modern scientific approaches to the determination of the contents of readiness. It is stated that the essence of readiness reflects an integral creation which features the following manifestations describing its indicators from different points of view: professional readiness, pedagogical readiness, psychological readiness for pedagogical activity, readiness for professionally-pedagogical self-improvement, readiness for innovative activity. A lot of attention is drawn to the contents of psychological readiness for work, for pedagogical activity which is explained from three positions: functional, personal, active.

The interrelation between the term of readiness and "competence", "preparedness", "qualification", "proficiency", "professionalism" represented in the works of modern domestic researchers is analyzed. It is stated that the main purpose of higher education is connected with the incipience of personal-professional qualities of a university graduate, the formation of professional competence as a complex of competences which provide theoretical and practical readiness of a future specialist for implementing functions of pedagogical activity in educational environment which changes under the influence of many factors including society digitalization that has got a prominent characteristic feature.

The article proposes the determination of the term of readiness of future music teachers for the work in blended learning conditions as a complex of personal-professional characteristic feature which determines the value orientation at the usage of information educational technologies, the knowing of peculiarities, ways and methods of blended learning organization and the ability to create integral educational environment.

To solve the problem how to determine the structure of future music teachers' readiness for work in blended learning conditions different approaches proposed in pedagogical research are analyzed.

Four structural components of this readiness are singled out: motive, cognitive, active, personal.

Keywords: readiness, structure, future teachers, blended learning, components, motive, cognitive, active, personal

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Зміст і структура готовності майбутніх учителів музичного мистецтва до роботи в умовах змішаного навчання

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Анотація

У статті розглядаються сучасні наукові підходи до визначення змісту поняття готовності. Зазначено, що сутність поняття готовності відображає інтегральне утворення, що відрізняється низкою проявів, які описують його показники з різних позицій: професійна готовність, педагогічна готовність, психологічна готовність до педагогічної праці, готовність до професійно-педагогічного самовдосконалення, готовність до інноваційної діяльності. Приділено увагу змісту психологічної готовності до праці, до педагогічної діяльності, яку по трактовано з трьох позицій: функціональної, особистісної, діяльнісної.

Проаналізовано співвідношення поняття готовності з поняттями «компетентність», «підготовленість», «кваліфікація», «майстерність», «уміння», «професіоналізм», представленими в працях сучасних вітчизняних дослідників. Зазначається, що мета вищої освіти пов'язується зі становленням особистісно-професійних якостей випускника університету, формуванням професійної компетентності як сукупності компетенцій, що забезпечують теоретичну і практичну готовність майбутнього фахівця до виконання функцій педагогічної діяльності в освітньому середовищі, що змінюється під впливом багатьох факторів, зокрема, цифровізації суспільства, яка має визначальний характер.

У статті запропоновано визначення поняття готовності майбутніх учителів музичного мистецтва до роботи в умовах змішаного навчання як комплексної особистісно-професійної характеристики, що визначає ціннісну орієнтацію на використання інформаційних освітніх технологій, знання особливостей, способів і прийомів організації змішаного навчання та вміння створювати інтегративне освітнє середовище.

З метою виявлення структури готовності майбутніх учителів музичного мистецтва до роботи в умовах змішаного навчання проаналізовано різні підходи до вирішення цього питання, запропоновані в педагогічних дослідженнях. Виокремлено чотири структурні компоненти зазначеної готовності: мотиваційний, когнітивний, діяльнісний, особистісний.

Ключові слова: готовність, структура, майбутні вчителі, змішане навчання, компоненти, мотиваційний, когнітивний, діяльнісний, особистісний

Statement of the problem. The scholarly understanding of readiness has gradually developed into a multidimensional concept encompassing philosophical, psychological, social, pedagogical, and professionally specific perspectives. In the context of the rapid transformation of contemporary education, future teachers' readiness for pedagogical activity in a blended learning environment is considered one of the key prerequisites for their successful adaptation to changing professional requirements.

Readiness is viewed as an integrative construct manifested in different dimensions that reflect its specific aspects and characteristics. These include professional

readiness, pedagogical readiness, psychological readiness for teaching, readiness for professional and pedagogical self-improvement, and readiness for innovative activity.

The Analysis of Sources and Recent Research. Contemporary pedagogical theory includes a considerable body of research in which readiness is regarded as one of the essential prerequisites for the highly effective professional activity of a future specialist. In psychological and pedagogical literature, readiness is characterized as a manifestation of all aspects of personality that enable an individual to perform professional functions effectively (Bekirova, 2010); a state in which an individual is better able to adapt to associations between particular combinations

of stimuli and responses (Voitko, 1982); a holistic personal construct that integrates a set of internal subjective factors associated with a particular activity (Honcharenko, 2000); the development of psychological characteristics without which successful mastery of an activity is impossible (Lozhkin et al., 2011); an active state of the individual involving an orientation towards particular behaviour and the mobilization of efforts to perform a task (Shadskykh & Picha, 2006); and a high level of development of motivational, cognitive, emotional, and volitional processes of an individual or group that ensures success in future activity, as well as an appropriate orientation towards that activity (Yarmachenko, 2001).

A retrospective analysis of psychological research on the concept of readiness (Akimov, 2013; Ball & Perepelytsia, 1996; Molchanova, 2001) indicates certain transformations in the understanding of the essence of this quality. Ukrainian scholars (Akimov, 2013; Ball & Perepelytsia, 1996; Bekirova, 2010; Lozhkin et al., 2011; Molchanova, 2001; Shadskykh & Picha, 2006) interpret readiness as a psychological phenomenon from three perspectives. From the first, functional perspective, readiness is understood as a psychological state that enables an individual to perform professional tasks successfully and at a high level. From the second, personal perspective, readiness comprises professionally valuable personal qualities and skills that ensure performance appropriate to professional requirements. From the third, activity-based perspective, readiness is viewed as an integrative personal construct comprising a set of knowledge, skills, and important personal qualities that contribute to the successful performance of professional tasks.

In accordance with the idea of establishing criteria for the holistic manifestation and development of the personal functions of participants in the pedagogical process, the development of future teachers' readiness for professional activity becomes a major requirement of their professional training. A review of psychological and pedagogical literature represented by the works of Ball, Bohdanova, Honcharenko, Dubaseniuk, Maksymenko, Pelekh, and Yarmachenko has shown that specialists' readiness for pedagogical activity involves the potential activation of psychological functions required to perform professional tasks; the acquisition of knowledge and skills that enable them to establish a system of constructive and effective interaction; and a set of interrelated professional personal qualities, including value-based, cognitive, emotional-volitional, and operational-behavioural qualities, which ensure effective self-realization in professional activity (Ball & Perepelytsia, 1996; Bohdanova, 1998; Dubaseniuk, 2009;

Honcharenko, 2000; Maksymenko & Pelekh, 1994; Yarmachenko, 2001).

The purpose of higher education is increasingly associated with the development of university graduates' personal and professional qualities and the formation of professional competence as a set of competencies that ensure future specialists' theoretical and practical readiness to perform the functions of pedagogical activity in an educational environment that is changing under the influence of numerous factors, particularly the digitalization of society.

Contemporary researchers regard readiness for pedagogical activity as an integrative personal quality aimed at ensuring an appropriate response to complex and diverse professional tasks that can be addressed through a system of competencies acquired in a higher education institution (Dubaseniuk, 2009). Thus, optimizing the development of readiness for pedagogical activity involves the theoretical and practical training of future teachers, which enables them to master traditional and innovative teaching methods and technologies, develop professional motivation, and improve important personal qualities, including intellectual, psychological, and physical qualities, that allow them to perform professional tasks productively.

The quality of future teachers' professional training is determined by the extent to which they master new pedagogical technologies and develop theoretical and practical readiness to implement them in the educational process of contemporary schools. A higher education institution ensures the professional readiness of future teachers, one of the currently relevant aspects of which is teachers' innovative competence, understood as "a system of motives, knowledge, skills, abilities, and personal qualities of a teacher that ensures the effective use of new pedagogical technologies in working with children" (Levkivskyi, 2004, p. 52).

The educational process, reflecting the current needs of society, requires continuous renewal. Therefore, future specialists should be oriented towards the creative perception, mastery, and implementation of innovations in their own pedagogical activity, which reflects teachers' continuous professional self-improvement.

Dychkivska (2015) defines teachers' readiness for innovative activity as a specific personal state that involves a motivational and value-based attitude towards professional activity, mastery of effective methods and means of achieving pedagogical goals, and the capacity for creativity and reflection. The development of readiness for innovative pedagogical activity is determined by teachers' personal and professional-pedagogical positions, which are characterized, respectively, by personal qualities such as

creativity, purposefulness, and striving for high performance, and specific professional qualities such as knowledge of the latest teaching methods, tools, and technologies, design skills, and information and communication skills. These qualities ensure the ability to find non-traditional solutions to current problems related to students' personal development.

In the context of developing readiness for pedagogical activity in a blended learning environment, particular relevance is attached to the indicators of readiness for innovative activity as the ability to find non-traditional solutions to current educational problems identified by Bohdanova (1998): awareness of the need to introduce pedagogical innovations into one's own teaching practice; a broad range of knowledge about innovative methods and technologies of pedagogical work; readiness for experimental activity and for the difficulties associated with the innovative nature of such work; and the possession of universal skills that ensure the successful acceptance and implementation of innovations.

The Purpose of the article is to determine the content and structure of future music teachers' readiness to work in a blended learning environment based on the analysis of scientific literature.

The Results of the Research. An analysis of contemporary research (Ball & Perepelytsia, 1996; Bekirova, 2010; Bohdanova, 1998; Dubaseniuk, 2009; Maksymenko & Pelek, 1994; Nosovets & Tereshchenko, 2019) indicates that readiness for professional activity in a blended learning environment results both from a conscious choice of profession in accordance with an individual's abilities and capabilities and from the process of professional training in a higher education institution, through which future specialists become aware of their ability and preparedness to act actively and purposefully in the contemporary educational environment. The requirements for professionals who are expected to work in a blended learning environment encourage future teachers to respond promptly to current educational trends, acquire the ability to apply the knowledge gained at a higher education institution creatively, and systematically expand their professionally relevant knowledge, thereby enabling effective changes in the content and forms of their own pedagogical activity.

Future music teachers' readiness to work in a blended learning environment is integrative in nature, reflecting the coherence of the theoretical, methodological, and technological components of future teachers' professional training that contribute to their productive activity. Particular emphasis is placed on the importance of developing socially significant motives, moral and volitional

qualities, practical skills and abilities, emotional and volitional stability, self-control, and pedagogical tact, which constitute elements of future teachers' readiness to work in a blended learning environment as a complex and holistic personal construct. The development of the ability to find ways of solving professional tasks, as well as the development of a broad pedagogical outlook and flexibility of professional and pedagogical thinking, occurs through the analysis of pedagogical actions that acquire specific characteristics in a blended learning environment. Observation and evaluation of pedagogical phenomena in a blended learning environment, analysis of the facts of pedagogical activity and their transformations in relation to other elements constitute the initial components in developing students' ability to adapt to different conditions of professional activity under constantly changing circumstances. The ability to analyse one's own activity, anticipate its outcomes, demonstrate pedagogical observation, identify with others, and work both independently and as part of a team, together with such dynamic personal qualities as energy and initiative, is necessary for future specialists to develop readiness to modernize and optimize their own professional activity, demonstrate activity and independence in creatively developing and implementing new methods and techniques of innovative pedagogical work, and effectively solve pedagogical tasks.

Researchers (Ball & Perepelytsia, 1996; Bekirova, 2010; Bohdanova, 1998; Dubaseniuk, 2009; Maksymenko & Pelek, 1994; Nosovets & Tereshchenko, 2019) note that alongside the concept of readiness, other concepts are also used, including "competence," "preparedness," "qualification," "mastery," "skillfulness," and "professionalism." The concept of "preparedness" is inherent in any outcome of the training process and characterizes particular manifestations of activity. The concept of "competence" reflects the level of professional knowledge and the degree to which it is actualized in a particular activity and represents an aspect-specific characteristic of readiness. The concept of "mastery" denotes the level of effectiveness of an activity. The concept of "skillfulness" emphasizes the operational aspect of activity, namely knowledge of and adherence to standards for performing professional actions in a particular sequence and interrelationship. The concept of "professionalism" defines the ideal status of the subject of activity in accordance with optimal social requirements for professional expertise.

Thus, the concept of "readiness" is used as a universal term encompassing all the above-mentioned

characteristics of the development of a specialist's professionalism.

The representation of readiness as a generic concept is characterized by "object-relatedness," that is, readiness for something; "aspectuality," determined by the composition of its components and their properties; "integrity," which reflects readiness as a system; and "representativeness," which refers to the representation of functions corresponding to professional activity (Ball & Perepelytsia, 1996; Bekirova, 2010; Bohdanova, 1998; Dubaseniuk, 2009; Maksymenko & Pelekh, 1994; Nosovets & Tereshchenko, 2019).

Nosovets and Tereshchenko (2019), examining the essence of future technology teachers' readiness for innovative pedagogical activity, found that the characteristic features of this type of readiness include personal qualities, such as readiness for creativity, high working capacity, and a high emotional status, as well as specific professional qualities, including knowledge of new technologies, mastery of new teaching methods and tools, the ability to develop projects, and the ability to analyse and identify the causes of shortcomings in professional activity. The researchers understand technology teachers' innovative competence as "an integral characteristic of a teacher's gnostic, operational, personal, and professional qualities, which is manifested in the willingness and ability to carry out successful professional innovative activity" (Nosovets & Tereshchenko, 2019).

Based on an analysis of scientific literature and her own experience, Buinytska (2021) clarifies the concept of "information and digital competence of social educators," which "involves the confident, critical, and responsible use of digital technologies in a digital society, facilitates interaction and adaptation within socio-technical systems and networked environments, and supports practical professional activity in a digital society" (p. 18).

In her dissertation research, Buinytska (2021) emphasizes the importance of creating an information and educational environment in a higher education institution that "will provide a personalized approach and continuous access to educational resources, thereby contributing to the professional and personal growth [of future specialists]. The essential conditions for creating an open information and educational environment are the availability of electronic content and technologies for electronic communication and collaboration" (p. 12). The author emphasizes the continuous exploration of ways to develop digital technologies and the importance of familiarizing students with new contemporary tools that will assist them in their future professional activity (Buinytska, 2021).

Summarizing the theory and practice of the professional training of future teachers for the use of cloud technologies, Khmil (2021) interprets the essence of the corresponding professional readiness as "a personal state of the subject that encourages the productive use of cloud technologies in the educational process and is manifested in a positive attitude, interest, and willingness; possession of a set of theoretical knowledge, practical skills and abilities; a developed capacity for self-assessment of one's professional level; and awareness of the need for further professional growth in this activity" (p. 15).

In her dissertation research on the development of future primary school teachers' professional readiness to use distance learning tools, Sokolova (2020) interprets this type of readiness as "a combination of a teacher's motives with practical knowledge, skills, and abilities to use distance learning tools in teaching primary school subjects" (p. 3). Taking into account the specific characteristics of the educational process in primary school, the researcher identifies three components in the structure of future teachers' readiness to use distance learning tools: motivational, cognitive, and operational. Each of these components can be implemented at the general pedagogical and subject-specific levels, as well as at the level of ICT proficiency (Sokolova, 2020).

Considering the above, in our study, future music teachers' readiness to work in a blended learning environment is defined as a comprehensive personal and professional characteristic that determines their value orientation towards the use of information and educational technologies, knowledge of the specific features, methods, and techniques of organizing blended learning, and the ability to create an integrative educational environment.

To identify the structure of future music teachers' readiness to work in a blended learning environment, various approaches to this issue proposed in contemporary pedagogical research were analysed.

Based on a content analysis of the relevant literature, Nosovets and Tereshchenko (2019) propose distinguishing the following components in the structure of future technology teachers' readiness for innovative pedagogical activity: the motivational and value-based component, which reflects a system of teachers' value orientations, interests, motives, and beliefs; the cognitive component, which represents a system of professionally relevant knowledge and perceptions of the specific features, conditions, and means of innovative professional activity; the operational component, which is manifested through developed skills and abilities to use innovative technologies effectively in professional activity; the personal component, which is represented by a set of personal and professional

qualities and characteristics of a future teacher; the communicative component, which is characterized by professional communication skills; the creative component, which is manifested in creative educational activity; and the reflective component, which is determined by the ability to analyse the ways of one's self-realization in innovative professional activity.

In the structure of future teachers' professional readiness to use cloud technologies, Khmil (2021) identifies four interrelated components: (1) motivational and value-based; (2) cognitive; (3) operational; and (4) reflective and prognostic.

Khmil (2021) considers "a value-based attitude towards the potential of cloud technologies" and "students' aspiration to independently master the capabilities of cloud services for their subsequent successful use in order to enhance the effectiveness of the learning process" (p. 16) to be important characteristics of the motivational and value-based component of future teachers' readiness to use cloud technologies. In describing the cognitive component, the researcher emphasizes the importance of general theoretical, psychological and pedagogical, methodological, and information-technological knowledge related to the use of cloud services in the educational process. The operational component in Khmil's (2021) dissertation research comprises "a set of skills necessary for the successful use of cloud technologies in the educational process" (p. 16), including organizational, design, methodological, creative, communicative, and instrumental-technological skills that ensure the creation of a teacher's cloud-oriented personal learning environment. The reflective and prognostic component "characterizes a future teacher's ability to self-assess their own preparedness to use cloud technologies in the educational process" (Khmil, 2021, p. 17).

The conditions under which distance learning is implemented significantly influence the structure of teachers' activity by changing the means of its implementation and transforming the content and organizational factors of teacher-student interaction, which necessitates special training of teachers to coordinate the distance learning process. Having analysed various approaches to understanding the essence of teachers' competence in organizing distance learning in higher technical educational institutions, Kirilenko (2011) defines this integrative personal construct as "a unity of theoretical and practical readiness, significant qualities, and experience necessary for the effective organization of pedagogical activity in a distance learning environment" (p. 7).

Based on the above, we distinguish the following components of future music teachers' readiness to work in a blended learning environment: motivational, cognitive, activity-based, and personal. Let us consider the content of each component.

The development of the value-based and motivational sphere of a future teacher contributes to accurate goal-setting and the planning of their activity and enables them to determine priorities in pedagogical activity; therefore, the motivational component occupies an important place in the structure of readiness. The development of readiness is determined specifically by the motivational component, which fosters students' aspiration to meet the requirements of their future professional activity.

The motivational sphere of the personality comprises a set of stable motives, understood as subjective reasons for particular behaviour, which have a certain hierarchy and reflect the orientation of the personality (Lozhkin et al., 2011). According to Antonova (2012), positive motivation creates the prerequisites for compensating for the insufficient development of other components of readiness and bringing them to the required level. Motivation itself contributes to the realization of psychological readiness for practical activity by determining both the manner and direction in which personal potential is used.

The presence of motivational readiness does not yet indicate the existence of psychological readiness for professional activity. At the same time, a positive attitude towards the profession and professional interest constitute important factors in the development of a system of goals, needs, and motives that encourage future specialists to improve their professional knowledge and mastery, adopt a conscious attitude towards their professional duties, work, and its outcomes, and demonstrate activity in their professional work (Antonova, 2012).

Analysing the development of readiness for professional work in the context of the humanization of education, Ball and Perepelytsia (1996) note that, in the course of professional activity, future specialists should be able to set goals and subgoals and achieve them, as well as build an individual educational trajectory that stimulates the need for continuous self-education.

Thus, based on theoretical research (Bohdanova, 1998; Buinytska, 2021; Khmil, 2021; Kirilenko, 2011; Nosovets & Tereshchenko, 2019; Sokolova, 2020), we define the motivational component of future music teachers' readiness to work in a blended learning environment as a set of stable motives for future professional activity, characterized by a future teacher's positive attitude towards the use of distance learning tools, a desire for self-improvement in the implementation of

modern information and communication technologies, an aspiration to master contemporary methods and techniques used in a blended learning environment, an orientation towards the effective implementation of the learning process, and an intrinsic aspiration to achieve success in solving non-standard tasks arising from the specific conditions of the educational process.

The next component in the structure of future music teachers' readiness to work in a blended learning environment is the cognitive component.

According to Radul and Kravtsov (2007), this component comprises a system of perceptions, views, and knowledge that reflects the individually distinctive and active ways in which future specialists cognitively engage with professionally oriented information. Cognitive activity carried out within the educational process of a higher education institution involves the acquisition by students of professionally valuable knowledge from the academic disciplines studied, the development of experience in analysing and generalizing professionally valuable information, the mastery of self-education skills, and, consequently, the establishment of a theoretical foundation for further professional activity (Dubaseniuk, 2009).

Future music teachers' readiness to work in a blended learning environment constitutes part of the development of teachers' professional competence as a holistic construct. Information and communication competence, understood as the ability of a highly qualified specialist to implement contemporary innovative technologies in their own practical activity in order to solve professional problems, is of particular importance for the development of the cognitive component of future music teachers' readiness to work in a blended learning environment (Buinytska, 2021; Khmil, 2021; Sokolova, 2020).

It should be taken into account that blended learning enables future professionals to acquire the skills, knowledge, and mastery necessary for cognitive activity; that is, it ensures readiness for self-directed learning as a purposeful and continuous process of self-improvement aimed at developing the ability to obtain, process, organize, and use new information in their own pedagogical activity. From this perspective, the cognitive component of future music teachers' readiness to work in a blended learning environment is a system of mutually conditioned and interacting elements: future teachers' knowledge, skills, and abilities related to working in a blended learning environment; basic psychological, pedagogical, and specialized knowledge necessary for the productive use of various Internet services and electronic educational resources (EERs) and for the effective organization of the

pedagogical process in blended learning; as well as a continuous aspiration for self-improvement and the accumulation of pedagogical experience in the field of innovation.

Let us consider the activity-based component of future music teachers' readiness to work in a blended learning environment. The activity-based aspect of the knowledge acquired during the professional training of future specialists is reflected in the appropriate application of blended learning methods, techniques, tools, and methodologies in their own activity. In this context, future teachers' readiness to work in a blended learning environment comprises two hierarchical levels. The first level is a system of concepts, perceptions, and cognitive functions that determines the mastery of design and analytical skills required for the rational development of a model and technology of professional activity in a blended learning environment. The second level reflects the ability to perform professional activity effectively in a blended learning environment, namely, "the ability to properly use and implement the resources of the information and communication environment; the ability to optimally transform a set of knowledge, skills, abilities, and experience into specific activity while applying operational (technological) techniques determined by the specific characteristics of the environment (type of activity) and taking into account the particular target orientation of the outcomes of this activity" (Petrenko, 2018).

An analysis of contemporary research (Maksymenko & Pelekh, 1994; Nosovets & Tereshchenko, 2019; Shcherbakov, 2009; Tytova, 2015) indicates that the activity-based component involves the practical implementation of future teachers' professional and pedagogical knowledge when working in a blended learning environment. It is based on working with educational and methodological literature, Internet services, personal computers, and specialized software and encourages future specialists to transform their interests, value orientations, motives, and knowledge into actual pedagogical actions within an integrated educational environment in order to solve professional tasks.

Based on an analysis of different approaches to determining the content of this component of readiness (Ball & Perepelytsia, 1996; Bekirova, 2010; Yaroshenko, 2019), we consider the activity-based component of readiness to work in a blended learning environment to be characterized by future teachers' mastery of contemporary methods, techniques, and tools that enable the technological organization of blended learning, which involves the ability to use contemporary information and communication technologies in the educational process.

Future teachers are able to consciously manage the process of their own professional training through self-analysis of their experience in applying innovative technologies and the effective use of reflective skills, based on confidence in their ability to achieve a high level of professional mastery, which today involves the organization of an integrated educational environment. In this context, we distinguish another component of future music teachers' readiness to work in a blended learning environment: the personal component.

Interactive learning, which is one of the important features of blended learning, ensures the active involvement of both students and teachers as participants in the educational process, contributing to the development of personal reflection and strengthening their active role in learning activities. The multidimensional nature of mastering learning material and the development of motivational readiness for interpersonal interaction contribute to readiness to flexibly change educational roles depending on the situation and to accept the rules of collaborative activity within blended learning.

The interactive nature of educational interaction in a blended learning environment determines the specific content of the personal component of future teachers' readiness to work in such an environment. Through continuous active interactive engagement in both face-to-face and distance learning, students develop communication skills and abilities, readiness for cooperation and the establishment of emotional contact, creative personal qualities, and cognitive independence (Radul & Kravtsov, 2007).

Thus, the personal component of future music teachers' readiness to work in a blended learning environment is characterized by an awareness of the need for the continuous self-development of the entire range of pedagogical abilities, particularly communicative and reflective abilities, as a prerequisite for successful pedagogical activity and the prevention of possible errors and difficulties; cognitive self-activity aimed at becoming familiar with innovative technologies, particularly information and communication technologies; and self-control and self-organization skills that ensure an optimal individualized pace of learning and cognitive activity.

Conclusions. Future music teachers' readiness to work in a blended learning environment comprises a set of professional qualities necessary for effective work in such an environment: conceptual knowledge of the essence, conditions, and methods of implementing blended learning; motivational readiness to introduce innovative technologies into the educational environment; developed skills in organizing self-improvement and self-realization in the field of information and communication technologies; and personal qualities that ensure a responsible and creative approach to performing a range of roles within the integrated environment of an educational institution.

Future music teachers' readiness to work in a blended learning environment, as an integrative personal quality, comprises motivational, cognitive, activity-based, and personal components, which together constitute a holistic system whose components are interrelated and mutually conditioned.

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