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Oleksandra A. Barytska*, Natalia A. Turovska, Liudmyla V. Budim,
Svitlana M. Tsaruk, Rosina S. Hutsal

Khmelnyskyi Humanitarian-Pedagogical Academy
29013, 139 Proskurivskoho Pidpillia Str., Khmelnytskyi, Ukraine

Development of Professional Skills of Bachelors of Musical Art in the Context of Dual Education

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Abstract. The relevance of the study is conditioned by the need to investigate the interaction of the following aspects: studying the curriculum in a higher educational institution by listening to lecture courses, preparing for the session and passing it, implementing and further developing existing professional skills directly in the work. The purpose of this research paper is to reveal the ways of developing and improving professional skills of bachelors of musical art in the context of dual education, combining educational (theoretical) and labour (practical) activities at the same time. The research materials are data from monitoring the quality of education acquired in conditions of duality, and information on the principles of combining these aspects at the same time. Methods of studying the problem – collecting and systematising sources devoted to it, deducing the categories that make up the core of the analysed issue, and drawing up a unified picture of the development of professional skills of students of musical educational institutions in the conditions of dual education. As for the study results, they contain information about the internal content and nature of such a phenomenon as duality in the acquisition of a profession. The prospects of this phenomenon, its uniqueness, significance, and opportunities provided to future specialists are also outlined. The results of the study can be used by teachers to improve the professional training of music students, and by researchers and students to find ways to improve the interaction between music education institutions and organisations that offer jobs

Keywords: education, music, performing skills, theoretical material, practical training

*Corresponding author

INTRODUCTION

The development of professional skills of bachelors of musical art in the context of dual education is one of the leading tasks of modern training of future stage artists, high-class musicians. The factor of combining attendance of classes and practical activities in an art group in the process of mastering curricula becomes one of the characteristic features of modern education. This led to the choice of the topic of the research paper. It is devoted to the study of the development of professional skills of bachelors of musical art in the context of dual education. For a deep, complete, and multifaceted disclosure of this phenomenon, it is necessary to present its overall panoramic picture. To achieve this goal, it is necessary to identify all the main segments of the dual learning process. The basis for successful

development of the skills of bachelor musicians is the experience of mastering programmes in the context of dual education in other higher educational institutions associated with areas far from art.

The paper substantiates the concept of "learning in the context of duality". The dual form of education involves combining simultaneously such areas as the development of theoretical material in an educational institution and the practical implementation of the acquired knowledge and skills at a special facility [1]. This approach provides a deep relationship between the theory and practice of mastering the discipline, and also contributes, along with consolidating the knowledge gained at the lecture or during the lesson, to training in the course of work [1-3]. The role and

significance of the topic of this study is analysed. Reality shows that such an education system, which is inherently innovative, has a number of advantages over the one that provided future specialists with only a theoretical base of professional skills [4]. After graduation, students who have completed a course of disciplines in the context of the dual system gain the necessary practical experience of working at a labour facility, and are adapted to the conditions of professional activity, becoming, along with experienced specialists, an integral part of the team of a certain organisation [5].

Since the real problem in the field of mastering musical and performing disciplines is still not fully disclosed, the importance of monitoring this phenomenon is significant, the purpose of which is to prepare a voluminous theoretical knowledge base devoted to the above-mentioned problem. This fact determines the practical significance of the subject matter. The provisions, concepts, and conclusions obtained are intended to serve as a valuable contribution to musicological science, which, in turn, marks the theoretical significance of this study.

The problem of implementing the principles of duality in the education of music specialists encourages the researcher to turn to materials that reveal the history of their origin, the factors that caused the need for their use in the educational process, and the very context of dual education in the implementation of educational programmes and training of professional personnel as a complex integral system.

The purpose of the study is to reveal the principles of forming professional skills of undergraduate students of musical art. The task of this paper is to identify, analyse, and systematise the components (categories) that form the basis of this phenomenon. The scientific originality lies in the consideration of dual education of bachelors of musical art as a multi-vector process and its components that play an important role in the training of professionals.

All of the above ensures the prospects of further research in the field under study, as it will provide updated information on the practical experience of the educational process and ensure the accumulation of a knowledge base with discoveries that mark a qualitative breakthrough in the development of a musician.

MATERIALS AND METHODS

The materials of the study are information about the origin and evolution of dual education, in general, and about musical and performing disciplines, in particular. Such sources are also data from observations of teachers and researchers from different countries, schools, and areas of implementation of training courses within the framework of a system based or providing for a dual approach to mastering the discipline. The information base of the study is the results of monitoring the dual principle of training in institutions of various specialisations. Most of these are areas that are related to the industrial, catering, hotel, and tourism sectors. However, practice shows that the principle of

dual education will enrich and make music training more effective as well.

The historiographical principle of highlighting dual education as a holistic, composite, necessity-driven, and time-related phenomenon is one of the ways in which the problem can be addressed. As the analysis of this issue will show later, it is formed by various components (categories), due to which it becomes possible to consider this phenomenon in many ways, comprehensively, and holistically. In this study, the principle of finding information related to the learning process in the context of duality was used. It provides extensive and up-to-date information about how it is implemented. The practice of applying the new type of programme assimilation is becoming known, including among bachelor musicians. The method of analysing the internal content of materials of the study also contributes to a deep and comprehensive disclosure of the issue devoted to the dual education system.

The method of deducing categories of development of professional skills of bachelors of musical art in the context of dual education is characterised by universality, conditioned upon the inherent quality of information presentation, its versatility, panoramacity and, at the same time, integrity of the object under study, the discovery of close and deep connections between its elements, their interdependence.

A special role is played by the method of systematisation of categories identified as a result of the analysis of materials devoted to it. This principle allows creating groups of components of a dual learning system that show the problem under study as a coherent multi-vector panoramic picture. The study used the method of describing the individual components of the implementation process of educational programmes in the context of dual education and its holistic picture and the method of drawing up the findings in a table and a flow chart form, in line with the principle of schematic presentation of the research data.

Ultimately, the method of summarising the individual blocks of information into a unified system, epitomised by the phenomenon of bachelor's dual music education, becomes unconditionally important. This is facilitated by the previously mentioned principle of schematism, implemented as a panoramic picture that embodies an informative, multifaceted problem considered in the paper.

The study also uses the method of predicting the further development of research and prospects of the dual principle of education in general. All this allows presenting a complete picture of the dual context of teaching bachelors of musical art and realise its significance as a phenomenon of world culture, which contributes to progress in general.

RESULTS

The subject matter combines components of different scale that perform their corresponding functions to achieve a common goal – to give an effective learning result in the context of dual education. The analysis of materials devoted

to the problems of developing professional skills of bachelors of musical art became the basis for determining the categories of the issue under study. Table 1 provides a list of the

leading components (tasks) of the dual education system and the characteristics of each of them. Table 2 highlights the main vectors of providing a dual education system.

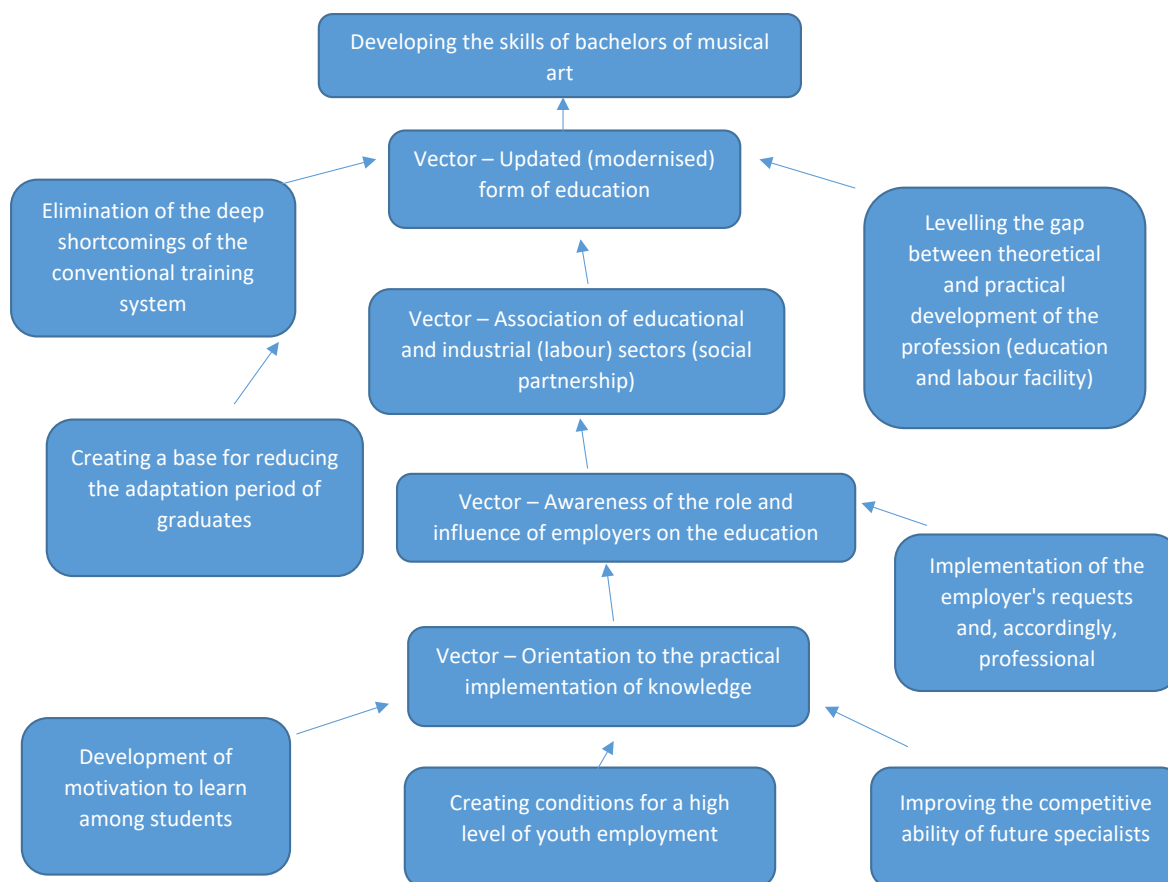
Table 1. Elements (tasks) of implementing educational programmes in the context of dual education and their content

Category (tasks) of the dual education system	Characteristics (content) of the category
Elimination of the deep shortcomings of the conventional training system	Educational process turns into a comprehensive system of mastering the discipline. The student gets the opportunity to implement academic knowledge in the workplace. Training takes place based on the principle "30/70", where 30% is the study of theory, and 70% is practice. The employer sees its potential employee [2] Practical activity in the training process allows the future specialist to create a whole base of skills, principles of work, which guarantees them further professional success. The main advantage of this education is that it is possible to acquire exactly the additional knowledge that is required for work [3]
Levelling the gap between theoretical and practical development of the profession (education and labour facility)	The dual education system directly combines the leading blocks of mastering the discipline: theory and practice. It is the dual system that provides for the combination, an indissoluble unity, of such blocks of mastering the discipline, including for bachelors of musical art, as studying in an educational institution and acquiring the necessary practical experience at a labour facility, which subsequently determines a high level of professional competence [4]
Implementation of the employer's requests and, accordingly, professional development of future specialists	The student becomes aware of which areas of their future speciality are most suitable for the request of the organisation offering the job. Companies, thus, act as a customer in educational institutions of the required number of professional personnel in certain specialities, including in the field of musical art, and educational institutions implement a training plan for competent employees in their field. This mechanism contributes to the harmonious combination of students' training and practical implementation of the acquired knowledge and skills, and also provides organisations that offer jobs with young specialists who have managed to master the necessary skills [5]
Development of motivation to learn among students	The synthesis of theory and practice, the opportunity to test the level of skill in the workplace encourage students to get more useful information in the lecture class and replenish their own base of theoretical knowledge that is needed in practical activities. One of the leading needs of modern youth is the desire to apply the knowledge and skills gained in the learning process in practice [2]
Creating a base for reducing the adaptation period of graduates in the workplace	The fact of implementing the theoretical block of education in the workplace gives valuable experience to the student, which automatically increases their qualification level. The best way to learn something is to combine learning with other activities. Theoretical knowledge that is not supported by practice is quickly forgotten [3]
Growth in youth employment	The possibility of a professional exam in practice serves as a reliable guarantee of successful employment, even when it is not easy to find a required job. The dual form of education approved and proposed by the Ministry of Science and Education provides for a combination of classes held in educational institutions and practical activities of students at labour facilities, and in various organisations, including those related to the musical art. This gives future specialists the opportunity to perform their duties in full and receive a scholarship close to their salary [5]
Improving the competitive ability of future specialists	Strengthening the knowledge base through practical activities in the workplace forms a specialist of the highest level. This fact becomes the basis of professional experience and the value of their skills. The system of dual education, combining such areas as theoretical development of the profession and the acquisition of practical skills at the labour facility, serves as a necessary basis for the development of a high level of professional competence of future specialists, including in the field of musical art [4]

Table 2. Directions of the basic structure of dual education

Vector of dual context of curriculum implementation	Direction properties
Updated (modernised) form of education	Education in the context of deep and direct synthesis of the main blocks of learning: theory and practice. The acquisition of the necessary practical skills in the process of working at a labour facility becomes part of training for students, during which a certain discipline is mastered
Association of the educational and industrial (labour) sectors (social partnership)	Direct and continuous interaction between organisations offering jobs and educational (including musical) institutions. Employers play a certain role in the development of programmes, the establishment of certain disciplines in an educational institution, in providing the necessary resources for this, since they order a specific number of specialists to educational institutions, including those related to musical art
Strengthening the role and influence of employers in education	Employers' vision of the learning process as an integral part of the formation of a high-level specialist, and the creation, according to this factor, of working conditions comfortable for the student. Thus, the work schedule (applicants for dual higher education) is organised in such a way that students have the opportunity to switch organically to different types of activities [3] The organisation's interest in implementing the principles of dual education is evidence that the employer (business) will control the quality of education [5]
Focus on the practical implementation of knowledge	Awareness of the practical value of the chosen profession, which contributes to the motivation to implement their knowledge in the life of society. The introduction of dual education provides students with practical classes in institutions where they have the opportunity to combine theory with practice, learn the features, secrets, and highlights of future professional activity [4]

The following Figure 1 illustrates the integral component of the dual education system, in particular, the implementation of educational programs for bachelors in the speciality "Musical art".

**Figure 1.** The main components of the dual context of bachelor's music education

This approach allows perceiving musical and performing arts as a multi-vector component of specialisation, including such areas as performance, art management,

sound directing, architectural and acoustic design, and construction of premises specifically designed for organising and holding concert musical events. The necessity of

opening research centres at universities, whose activities are devoted to the study of effective and high-quality interaction of educational and practical sectors of teaching bachelors of musical art, is revealed. It is also necessary to ensure an agreement between higher music education institutions and organisations directly related to performing practice. They can include performance agencies, sound engineering studios for art projects, a network of concert halls and philharmonic halls, music sections on radio and television, and software related to the creation of “technical” music. All this will ensure the effectiveness of developing professional opportunities for bachelors of musical art and make the quality of education in general much higher. This approach to mastering the profession will become the foundation for the successful implementation of practical activities of future specialists and the basis for their competitiveness, which will spread the popularity of this specialisation among young people and in society in general.

DISCUSSION

The problem of developing professional skills of bachelors of musical art in the context of dual education is raised by various researchers [5-11], who cover its individual issues and aspects. For a deep and comprehensive disclosure of this topic, it is necessary to investigate its historical aspect. It is necessary to provide information about the country where the term “dual system of education” was first used (Germany) and about the advantages of this type of education, its flexibility. Statistics on the spread of this form of employment in other countries (Canada, Austria, Switzerland, South Korea, China) are also required. It is necessary to pay attention to the fact that the dual education system has a clear legislative framework and is implemented with the help of various organisations and businesses.

The history of the dual education system begins in the medieval period. In Germany, it was already understood in the old days that in order for the craft to develop, it is necessary to pass on the experience to professionals. People guessed to take apprentices to study and immediately implement the theoretical component in practice. Admittedly, they first explained the main principles of work, and then allowed to try it. This is how a craftsman grew up who was well-versed in the profession and could pass on knowledge to other people [2]. Researchers also raise the issue of the quality of education in the context of dual education. Course papers and theses, in their view, are the real research needed by the enterprise [2]. The effectiveness of the dual system itself for future specialists is also analysed. It is one of the most effective ways to establish the principles of higher and professional education in Ukraine [2].

Attention is drawn to the essence of such a system and its difference from the spontaneous combination of training and practical activities, to the detriment of both blocks of education. According to the scheme, where a student independently combines work and learning in parallel, there is a fact of missing classes, which leads to the risk of being left without a diploma. In a dual form, work does

not harm learning, but becomes a part of it. A large amount of practice at the labour facility, including those related to the field of musical art, also does not become the main goal. According to dual programmes, a student spends about the same amount of time in the workplace as in an educational institution [5]. It is revealed that the effectiveness of interaction between the educational sector, including musical, and businesses interested in the development of high-level professional personnel. The use of dual forms of education becomes mutually beneficial for universities and employers who invest in the development and updating of the resources and facilities of educational institutions [5]. The possibility of establishing a training system in Ukraine on a legislative basis is being considered. Government representatives are considering options for assigning a student an obligation to an employer organisation. One of them is a trilateral agreement between an educational institution, a labour facility, and a student [5].

In the process of dual learning, the role of an interdisciplinary approach to the aspect of conducting music classes with students becomes known. A music teacher of the 21st century should perfectly know the psychology of students' perception of the content of musical works. A professional approach to listening to songs by different authors, traditions, and times is responsible for this [6]. The attention of researchers is drawn to the need to develop and form innovative programmes of music education, including in the context of dual education. One of the examples of this process can be called the voluminous course “World Music Pedagogy”, which is implemented at the University of Washington (USA) [7]. It contributes to the acquisition of a complex of knowledge from various fields: engineering and technological, cultural, ethnological and musicological, psychological and pedagogical [7].

The practice that the dual system of vocational training provides for students serves as the basis for a new vision of the theoretical block of learning, extending its scope, enabling direct interaction between the various national communities in the countries of contemporary Europe at primary, secondary, and higher education levels [8]. Experts also analyse the influence of audiovisual mass media, including music media culture, on the development of students' consciousness (and of society in general) within both the theoretical and practical parts of the educational programme implementation [9]. The problem of improving the quality of music education (instrumental performance) among the population of various, including disadvantaged areas of megacities is actively investigated [10]. The question of the response of music education to the modern needs of society in close combination with the opinions of leading members of the creative community is one of the main topics of performing theory and practice [11].

Creation of comfortable conditions for people whose opportunities are limited is also an important problem for musical education, including in the context of dual education [12]. Social and political justice within the framework of music education, including dual education, has been the

subject of research by scholars in Northern Europe, in particular S. Kivijärvi and P. Rautiainen [13]. The importance of the ethnocultural factor for the training of future masters of musical art in the conditions, including the dual context of the implementation of the curriculum, is actively and deeply considered by Ukrainian researchers [14]. Deep assimilation on the part of teachers and students requires the modern technological aspect of music education, including dual education. It opens up new opportunities for the translation of knowledge and its effective implementation by students [15]. There are also studies devoted to the psychological and pedagogical aspect of the phenomenon of “professional tolerance” of a future music teacher, including in the conditions of a dual education system [16]. The analysis of experimental work was carried out, which took place in three stages: procedural, design and constructive, organisational and activity-based. Special attention is paid to the programme of the organisational and activity-based stage of the pedagogical experiment, which determines the dynamics of the development of hermeneutical skills [16].

Researchers pay attention to the studies devoted to the development of the professional culture of the future teacher of music disciplines. The professional culture, as practice shows, is formed due to an increase in the level of professional competence under the condition of mastering special, psychological and pedagogical knowledge and skills of students, organising and conducting independent educational and cognitive activities, developing self-control and self-assessment of the quality of assimilation of educational material, and modelling real professional relations during training in higher education institutions, including in the context of dual education [17]. The problem of forming the student's personality – a multidimensional subject of culture – is analysed. This requires a fundamental update of the system of training future teachers, including in the context of dual education, and its orientation to the development of the teacher's personality, mastering the ways of the pedagogical activity, learning the culture and technologies of pedagogical work [18].

The culture of self-education of a music teacher is also investigated as a necessary professional quality of a modern specialist in the field of music, including dual education. On the one hand, it condenses the main area of professional training of the future music teacher (theoretical, technological, research, performing, pedagogical), and on the other hand, becomes a motivation for the student to conduct preliminary preparation for the main result, which ensures the successful acquisition of the musical and performing discipline [19]. The possibility of developing intersubject relations among the disciplines that students study in the field of musical art is also being actively considered. The dual form of education gives this phenomenon a strong impetus, since it reveals the real picture of what the labour facility needs and the amount of knowledge, skills, and abilities necessary for a high-level professional [20].

However, the unified system of development of professionalism of bachelors of musical art in the context of dual education, as an integral phenomenon, requires investigation. It is necessary not only to conduct research, but also, in addition, to identify its main components, analyse their relationship with each other, and show a holistic panoramic picture of the modern programme for developing bachelor's skills in the field of music.

CONCLUSIONS

The problem of implementing educational programmes in the conditions of a dual education system is a complex phenomenon. For a deep and comprehensive disclosure of its content, the collection and analysis of materials devoted to this topic was carried out. All the most significant components that make up the educational dual context were also identified. In particular, its leading categories were derived. Among them: eliminating the deep shortcomings of the conventional training system; levelling the gap between the theoretical and practical development of the profession (education and labour facility); implementing the employer's requests and, accordingly, improving the skills of future specialists; increasing motivation to study among students; reducing the adaptation period of graduates at work; increasing the level of youth employment; increasing the competitive ability of future specialists.

It was also found that these components, according to their characteristics, are combined into groups that represent more voluminous and multifaceted categories of dual education. These are the vectors of development of students' professionalism: a renewed (modernised) form of education; unification of the educational and industrial (labour) sectors (social partnership); strengthening the role and influence of employers on education; orientation to the practical implementation of knowledge. Thus, the data of this study suggest considering dual education, in particular, the training of bachelors of musical art, as a multi-vector process, each of the components of which plays an important role in the training of high-level professionals. This factor, in turn, determines the prospects for further research, in order to improve the education system in general. The findings also become evidence of the need for more active practice of interaction between music education institutions and organisations that offer real jobs, where vacancies are focused on various fields of art (performance; sound engineering, modern software; cultural management; musicology platform).

The development of the skills of bachelors of musical art in the context of dual education becomes a real goal, the practice of which gives effective results. Therefore, the speciality of a musician is gaining popularity among the younger generation. The opportunity for employment motivates students to acquire a quality, in-depth and comprehensive knowledge of musical disciplines, thereby improving their professional level.

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Олександра Анатоліївна Барицька, Наталія Антонівна Туровська, Людмила Вікторівна Будім,
Світлана Миколаївна Царук, Росіна Сергіївна Гуцал

Хмельницька гуманітарно-педагогічна академія

29013, вул. Проскурівського підпілля, 139, м. Хмельницький, Україна

Розвиток професійної майстерності бакалаврів музичного мистецтва в умовах дуальної освіти

Анотація. Актуальність дослідження полягає в необхідності дослідити взаємодію таких аспектів: вивчення освітньої програми в умовах вищого навчального закладу за допомогою слухання лекційних курсів, підготовки до сесії та її проходження і реалізація та подальший розвиток наявних професійних навичок безпосередньо в роботі. Метою цієї публікації є розкриття шляхів становлення та прогресу професійної майстерності бакалаврів музичного мистецтва в умовах дуальної освіти, що поєднає в одночасності навчальну (теоретичну) та трудову (практичну) діяльність. Як матеріали дослідження тут виступають дані моніторингу якості освіти, що здобувається в умовах дуальності, а також – відомості про принципи суміщення зазначених аспектів одночасно. Методи вивчення досліджуваної проблеми – збирання та систематизація присвячених їй джерел, виведення категорій, що становлять ядро аналізованого питання, та складання єдиної картини розвитку професійної майстерності студентів музичних навчальних закладів в умовах дуальної освіти. Щодо результатів висвітлення теми статті, то в них полягає інформація про внутрішній зміст та природу такого явища, як дуальність в освоєнні професії. Окреслюються і перспективи цього феномену, відзначається його унікальність, значущість та можливості, що надаються майбутнім фахівцям. Результати дослідження можуть бути використані педагогами для покращення професійної підготовки студентів-музикантів, а також вченими та студентами для пошуку способів удосконалення взаємодії між закладами музичної освіти й організаціями, які пропонують робочі місця

Ключові слова: освіта, музика, виконавська майстерність, теоретичний матеріал, практичне навчання