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**EMOTIONAL CULTURE OF FUTURE MUSIC TEACHERS**

The strategy for the development of modern education in Ukraine and in the world focuses on the need to form the professional culture of teachers. The effectiveness of the educational process and the development of society as a whole depends on this. Emotional culture is part of a teacher's professional culture. The development of the emotional culture of a music teacher is a priority issue in the context of the formation of his professionalism. Emotional culture is associated with the spiritual world of a person. Emotions affect actions, communication skills, motivation, and humanity of a person. Emotional culture is the basis for the perception and understanding of music as one of the most emotional forms of art.

The concept of “culture” is very multifaceted. This phenomenon is being investigated in various fields of science: philosophy, history, psychology, pedagogy, and so on. In a broad sense, culture is defined as “persistent beliefs, values and behaviors that organize social bonds and make possible a shared interpretation of life experience” [2].

On the basis of this definition, emotional culture is considered as a personal quality, represented by a system of knowledge about the development of emotions, skills and methods of analyzing emotions, managing them, aimed at responding adequately, which contributes to the verbalization of human emotions, emotional openness, emotional empathy and the provision of emotional support to others [1].

In the context of the professional training of future music teachers, emotional

culture is seen as a necessary personal and professional construct. The emotional culture of the teacher-musician includes the conscious use of emotional information in order to optimize artistic communication. In this understanding, emotional culture includes artistic empathy and reflection, influences motivation for professional self-development and helps to comprehend the emotional-figurative content of works of musical art.

Emotional culture is of particular importance for musical performance. The basis of a musical work is artistic emotion as the core of the author's message, which is encoded in the musical text. The emotional culture of a musician during the performance of a work is manifested through the ability to create the necessary emotional state. This is possible with the development of emotional regulation and control. Performing a piece of music requires the student to have a deep understanding of their emotions, knowledge of the mechanism for managing emotions. The student must choose the most optimal means of expressing emotions while performing music. Excessive emotional expression or insufficient expression of emotions prevents the listener from perceiving a piece of music, understanding its meaning and content.

The activity of a music teacher, piano teacher also requires a formed emotional culture. One of the main methods of working in a piano class is the demonstration method. The teacher should be able to perform a piece of music or a fragment of it in such a way as to inspire the student, help him comprehend the emotional content of music, and show him an example of optimal performing expression.

Professional training of future specialists in the field of music education should include the aspect of the formation of students' emotional culture. It is recommended to use special trainings, in particular, emotional intelligence training. Thus, the search for optimal innovative ways of developing students' emotional culture is an urgent way to improve music and pedagogical education at the university.

#### References:

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