

THE THEORETICAL ASPECT OF THE PHENOMENON OF CREATIVITY IN THE PROFESSION OF PEDAGOGUE-MUSICIAN

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Summary

Humanization of educational activities and the direction of the teaching and educational process of higher educational institution is aimed at the formation of the creative personality of the future specialist, the creation of the conditions for the disclosure of abilities, talents and gift of students.

The author of the article appeals to the historical basis of the origin of this concept, explores its transition from psychology to pedagogy, analyzes the existing concepts of the scientific views in the interpretation of the concept of creativity during the solution of the problem of the search of the place of creativity in the professional preparation of pedagogue-musician.

It has been proved by the author that the originative personality is a creative individual, which due to the influence of the external factors has acquired the necessary additional motives for the conditions of the actualization of the creative potential, the personal formations, the abilities that contribute to the achievement of the creative results in one or more types of the creative activities. The concludes has been drown in the publication that the specifics of the activity of pedagogue-musician have the creative contents in its basis. The creative activity of pedagogue-musician mentions the presence in its structure of creativity as a personal quality. It is the well-known fact that pedagogue-musician belongs to the category of creative personalities, and therefore his creativity can be interpreted as the integral personal characteristic that allows realizing his creative potential in the practical activity (making music, singing, teaching, etc.).

It has been determined that creativity engages the main place in the structure of personality of pedagogue-musician and it is the important for his pedagogical activities. The analyzed concepts and the approaches to the study of the phenomenon of creativity have allowed choosing creativity among the professional qualities of pedagogue-musician as one of the leading and the important. The author of the article emphasizes in her article that the pedagogical activity of pedagogue-musician is significantly creative, as it is marked with the diversity, the complexity and the specifics of the subject which is taught. It should include motivation for the chosen activity, the developed special abilities, the intellectual initiative and creativity, as personal quality that will allow pedagogue-musician to be self-realized in art.

Keywords: creativity, pedagogue-musician, professional growth, educational reality of pedagogical higher educational institution.

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1. Introduction

The profession of pedagogue-musician engages the special place among other creative professions, because it includes the amazing world of art and the educational activities. This profession covers the wide range of creative, organizational, pedagogical and methodical opportunities, which in essence are absolutely unique and that is why creativity as the personal phenomenon should be researched in the chosen sphere of the professional activity by pedagogue-musician.

The chosen problem for the research is actualized with the conscious perception of pedagogue-musician of the educational reality and his personal continuous desire to the detection of his own inner qualities, corresponding to the specifics of the profession and the search of the opportunities of self-improvement. It is the important definition of the place of creativity in the personality of pedagogue-musician, the specifics of this phenomenon and the ways of self-realization during pedagogical activity.

2. The place of the phenomenon of creativity in the structure of personality of pedagogue-musician

It is necessary to appeal to the basics of the origin of this concept, the acquaintance of the theoretical precondition of its transition from psychological science to art pedagogy and the detection of existing approaches and the scientific positions in the interpretation of the researched phenomenon by us during the solution of the problem of the research of the place of creativity in the structure of personality of pedagogue-musician.

The Western-European Psychologists J. Guilford, W. Keller, P.E. Torrance, E. Fromm and others have dealt capably with the problem of creativity in the structure of personality of human. In the domestic psychology, the scientific development in search of personal peculiarities of the phenomenon of creativity can be found in O. Brushlinskyi, Z. Kalmykova, J. Ponomarov, S. Rubinshtein and others. Today, creativity as the personal phenomenon in the structure of personality of people of the different professions is of interest to such researchers as V. Druzhynin, L. Yermolaieva-Tomina, M. Kozlenko, M. Leshchenko, V. Pietukhov, K. Toshiyna and others.

N. Vyshniakova, G. Miednikova, N. Yaremenko and other scientists consider creativity in their scientific activity. In their research, they compare the common and the different features between creativity and art. The working of L. Archazhnykova, I. Bodnaruk, V. Brylina, G. Padalka, A. Kozyr, N. Segedy and others are devoted to the questions of the practical preparation of the future pedagogues-musicians and the creative aspect of their professional self-realization.

Appealing to the theoretical basics of the study of the concept of "creativity", we remark that the basics of its emergence are absorbed in pedagogy and psychology of the 60s of XX century. The most famous scientist is J. Guilford who researched for many years the intellectual abilities of human and the intellectual structure of the personality and drew the conclusion about the existence of divergent thinking, which generated many different versions of the solution of the problematic situation and manifested in the process of the solution of the tasks that assumed existence of many correct answers. The psychologist-scientist called such type of thinking as divergent and connected it with a person's mental abilities to production of the new non-standard, interesting ideas, search of several ways of the solution of the same tasks. The scientist considered that such thinking was the basis of creativity (*Adler,2004*).

Exploring the problem of creativity as personal quality, S. Tereshchenko has drawn the conclusion that personality can be considered as creative if the associative and figurative thinking, the creative imagination and artistic observation have been formed. Such person is capable of self-expression by means of art in everyday life and profession. It is necessary to begin to form creativity at school age, especially at teenagers. The pedagogue-scientist gave thoughts of the famous pedagogues and psychologists in his research, among whom are the names of D. Bogoiavlenska, V. Ziyagviyazynskyi, V. Kan-Kalik, N. Kuzmina and others. The mentioned scientists addressed the problem of the creative development of personality in their works, emphasizing that its structure had the dynamic basis and it included the set of the creative inclination that were manifested in the creative activity of the personality and conditioned with creativity (*Tereshchenko, 2018*).

The opinion of the founder of creativity of P. Torrence is not left out of our attention who interprets creativity as the personal phenomenon and emphasizes that any life situation can be creative in which there is novelty and unusualness. The necessary conditions for emergence of creativity are the presence of the creative values, the creative personality, the creative process, the creative skills and the creative thinking, the cognitive interests, the deviation from the pattern in behavior, speed of the reaction, flexibility of thinking, the prevision of the solution of the situation, the high degree of the activity in the mental activity (*Torrens, 1965*).

A. Savenkov, based on the experience of the Western-European psychologists, gives the categories of the personal abilities, by which it is possible to assess creativity. Including:

- productivity and speed, it is the ability to production as many ideas as possible. This indicator is not specific for creativity, but the more ideas, the more opportunities for the choice of the most original among them;

- flexibility, it is the ability to move easily from the phenomena of one class to the phenomena of another class, very often far from each other by content. The opposite quality is called inertia of thinking;

- originality, it is the ability to suggest the new, the unexpected ideas that differ from the well-known, common, banal;

- development, it is the ability to the creative self-realization (in the favorite business, profession) (*Savenkov, 1998:26*).

Analyzing the works of A. Taylor, pays attention to some levels of the human abilities to creativity, which are singled out by the author in the process of the research of the problem of creativity, including: academic, inventive and innovative. He emphasizes that personality is highly erudite in the certain sphere and branch at the academic level of the creativity, is able to use the different methods in practice, has sufficient motivation and the level of the experience for the implementation of his own ideas. Such people have perfect knowledge, which they combine skillfully with creative energy. As for the inventive level, the author interprets it as the boundless space for the realization of the creative possibilities of personality within the activities in which he is engaged, the ability to combine knowledge, approaches, well-known facts for the creation of something new and original. The level of the innovation belongs to individuals of the creative professions (actors, musicians, writers) who are able to implement non-existent ideas and approaches to the solution of the problem. This level, according to the author, is guided with the creative efforts of personality (*Tereshuk, 2019*).

We are impressed with the above-mentioned opinions of the authors as for the phenomenon of creativity, because the specifics of the activity of pedagogue-musician have the creative meaning in its basis. The creative activity of pedagogue-musician determines the availability of creativity in its structure as the personal quality. It is the well-known fact that

pedagogue-musician belongs to the category of the creative personalities, and therefore his creativity can be interpreted as the integral personal characteristic that allows realizing his creative potential in the practical activity (making music, singing, teaching, etc.).

3. The essential contents of creativity of pedagogue-musician

Appealing to the search of the essential contents of the creativity of pedagogue-musician, we give the opinion of S. Sysoieva, who has considered the phenomenon of creativity through the prism of the pedagogical activity and in her research she singles out such features as:

- high level of social and moral consciousness, search-conversation style of thinking;
- developed intellectual and logical abilities (ability to analyze, to ground, to explain, to highlight the main thing, etc.);
- problematic vision;
- creative fantasy, developed imagination;
- personal qualities (love for students, unselfishness, courage, readiness for mental risks in the professional activities, purposefulness, inquisitiveness, independence, perseverance, enthusiasm);
- specific motives (the necessity to realize myself "I"; the desire to be recognized; creative interest; keenness on the creative process, his work; the desire to achieve the greatest effectiveness in the certain conditions of the pedagogical work);
- communicative abilities;
- ability to self-government;
- high level of general culture (*Sysoieva, 2006: 98-9*).

In order that to make the human as the creative personality, it is necessary that he has the developed internal precondition to the creative activity [8]. Based on this, we can determine the psychological essence of the creative potential of the personality through such components as: creative abilities, creative activity and creativity. Originative personality is a creative individual, who due to the influence of the external factors has acquired the necessary additional motives for the actualization of the creative potential, the personal formations, the abilities that contribute to the achievement of the creative results in one or more creative activities.

Musicians, as the creative individuals, are able to show the ability to generation of the ideas, using unusual, non-standard, unique methods and techniques for the solution of the problem, who are extremely emotional and sensual, who are inclined to reproduction of their own experiences with the sounds of music.

4. Conclusions

So, creativity occupies the main place in the structure of personality of pedagogue-musician and it is the important for his practical activity. The pedagogical activity of pedagogue-musician in its essence is creative, because it is marked with the diversity, complexity and specifics of the subject which is taught. It should include motivation for the chosen activity, the developed special abilities, the intellectual initiative and creativity, as personal quality that will allow pedagogue-musician to be self-realized in art.

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