

The collective monograph outlines the main issues of the development of Ukrainian art and education in the modern cultural space of the 21st century. Leading Ukrainian researchers present the main provisions of their research on the issues of artistic education and upbringing, professional training of future musicians. The monograph is intended for students, masters, teachers of faculties of art specialties.



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Art and education in world cultural spaces of the XXI century



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**Art and education in
world cultural
spaces of the XXI century**

*monograph edited by
prof. Cherkasov V.F.*

**Мистецтво та освіта у
світовому культурному
просторі ХХІ століття**

*монографія за редакцією
проф. Черкасова В.Ф.*

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У колективній монографії викладені основні питання розвитку українського мистецтва та освіти в сучасному культурному просторі XXI століття. Провідні українські дослідники викладають основні положення своїх досліджень із питань мистецької освіти та виховання, професійного навчання майбутніх музикантів.

Монографія розрахована на студентів, магістрантів, викладачів факультетів мистецьких спеціальностей.

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**THEORETICAL FOUNDATIONS OF THE CREATION
PROCESS QUALITIES OF THE FUTURE TEACHER
ТЕОРЕТИЧНІ ОСНОВИ ПРОЦЕСУ ФОРМУВАННЯ
ТВОРЧИХ ЯКОСТЕЙ МАЙБУТНЬОГО ВЧИТЕЛЯ**

In the conditions of the humanization of the educational process, the main attention of scientists and practicing teachers is focused on such aspects of education that provide the possibility of creative development and self-realization of the individual, the formation of the intellectual, cultural and creative potential of every young person. Requirements for teaching staff, which are aimed at improving their professional skills, reach a qualitatively new level.

As P. Kharchenko points out, among the most important problems that have arisen recently in higher school pedagogy, a prominent place is the problem of acquiring professionalism by graduates of higher educational institutions in professional activities, developing the necessary personal formations in them.³³⁶

Therefore, in order to improve the professional training of teachers, the development of the latest learning technologies, which, in turn, are based on the fundamental methodological tools, are based on modern achievements of domestic and world science, and generalize advanced pedagogical experience.

Scientists emphasize that the knowledge of specialists should be characterized by continuous updating and expansion. This requires not only constant professional self-improvement, but also active development of creative qualities, which, in turn, should contribute to realization and self-realization both in life and in professional activity. In this connection, S. Sysoeva emphasizes that professional activity can and should become a powerful creative potential for a person in the modern world, his support and protection, a means of adaptation to changes in a changing world.

³³⁶ Енциклопедія освіти / гол. ред. В. Г. Кремень ; Акад. пед. наук України. Київ : Юрінком Інтер, 2008. 1040 с. С.75.

Persons capable of creativity easily adapt in any social environment, life and professional situations. The researcher believes that the abilities and opportunities for adaptation are in themselves, in their ability to abstract from secondary moments, highlight the main and essential, see the interesting and promising, build possible options for solving problems, practical ways to solve them, focus on their implementation, etc.³³⁷

We note that current educational institutions of pedagogical education face the task of preparing future teachers for life in the difficult conditions of the market economy, in accordance with the social demands of society for the formation of a creative personality.

Updating the pedagogical process in the modern school determines new requirements for the teacher's activity. In order to consolidate the breakthrough to a humanistic, national school, the society needs to nurture the bright personality of the teacher. He should be a creative teacher capable of developing the child's aptitudes, talent, and preserving his individuality. In this sense, the problems of raising the level of professional training of future teachers are seen as particularly urgent, as they are determined by the need of modern society for specialists who are fluent in the latest technologies of various types of pedagogical activity, think independently, generate original ideas, and make extraordinary decisions; were capable of constant self-improvement, self-education, self-actualization and creative self-development.³³⁸

As the researchers emphasize, in the theory and practice of higher pedagogical education for a long time there has been a tradition of training not so much a teacher-educator as a teacher of a particular subject. Much less attention is paid to the formation of the creative personality of the future teacher, the development of the professional and pedagogical orientation of his thinking, and the arming with general pedagogical knowledge and skills on a thorough psychological and physiological basis. Therefore, there is a contradiction between the requirements for pedagogical work, which must be individually creative, on the one hand, and typical, formalized training of the future teacher for professional activity, on the other hand.³³⁹

³³⁷ Сисоєва С. О. Основи педагогічної творчості : підручник. Київ : Міленіум, 2006. 344 с. С.10.

³³⁸ Освітні технології : навч.-метод. посіб. / О. М. Пехота, А. З. Кіктенко, О. М. Любарська та ін. ; за ред. О. М. Пехоти. Київ : А.С.К., 2003. 255 с. С.109.

³³⁹ Сисоєва С. О. Основи педагогічної творчості : підручник. Київ : Міленіум, 2006. 344 с. С.81.

Scientists define pedagogical activity as one of the special types of activity, which involves the transfer of culture and experience accumulated by mankind from the older generations to the younger ones, the creation of conditions for their personal development and preparation for the performance of certain social roles in society.³⁴⁰

It is known that the activity of a teacher has a complex structure. In psychology, it acts as a multi-level system, the components of which are the goal, motives, actions and results.³⁴¹

As a complex dynamic system, it contains interconnected components - relatively independent functional activities. V. Yagupov notes that this activity is diagnostic, indicative-prognostic, constructive-projective, organizational, practical, communicative-stimulatory, analytical-evaluative and, finally, research-creative, which should permeate all previous types of activity and fill them with new content.³⁴²

It should be noted that the specifics of pedagogical activity impose a number of requirements on the teacher, which are defined in pedagogical science as professionally significant, personal qualities. The latter characterize the intellectual and emotional-volitional sides of the personality, significantly influence the result of pedagogical activity. Thus, N. Moiseyuk, analyzing the attempts of scientists to determine the most essential qualities of a teacher's personality, points to dominant, peripheral, negative and professionally unacceptable ones. Among the dominant qualities, the absence of which makes it impossible to effectively carry out pedagogical activities, the scientist identifies an innovative style of thinking, readiness to create new values and creative decision-making as one of the most important.³⁴³

Among many other qualities, L. Turishcheva considers one such as modernity - the teacher's awareness of his own belonging to the same era as the students.³⁴⁴

Scientists are unanimous in the fact that a real teacher must work for the future, ahead of his time. According to N. Volkova, a teacher should be concerned not only with individuality, but with the world of people. Thanks to this, the teaching profession becomes a creative mission.

³⁴⁰ Мойсеюк Н. Є. Педагогіка : навч. посіб. 5-те вид., доп. і перероб. Київ, 2007. 656 с. С.128.

³⁴¹ Там само. С.130.

³⁴² Ягупов В. В. Педагогіка : навч. посіб. Київ : Либідь, 2002. 560 с. С. 161–163.

³⁴³ Мойсеюк Н. Є. Педагогіка : навч. посіб. 5-те вид., доп. і перероб. Київ, 2007. 656 с. С.141.

³⁴⁴ Туріщева Л. В. Психологічне забезпечення діяльності педагога. Управління школою. 2006. № 16–18. С. 53–57. С.53.

Therefore, the teacher is obliged to be a bright, unique personality, whose practical pedagogical activity is only half built on rational technologies, the second part is the art of teaching and educating.³⁴⁵

Since creativity in the modern world has received recognition of its importance, the problem of forming the creative personality of the teacher has become the most urgent pedagogical problem, a peculiar order of society.

The intensive development of research into the problem of creativity begins at the turn of the 19th–20th centuries and continues throughout the 20th century. This problem was studied from various points of view by almost all natural sciences and humanities – philosophy, history of science and technology, sociology, psychology, art history, political science, economics, pedagogy, etc. Depending on the methodology of the study of this problem, the emphasis is, accordingly, on four main aspects: on the study of the peculiarities of the creative process; internal and external factors modifying its course; features of a creative personality; properties of the product of creative activity.³⁴⁶

In the philosophical dictionary, creativity is defined as productive human activity capable of generating qualitatively new material and spiritual values of social importance. It is a powerful source of innovation in all areas of the material and spiritual life of society, and its results (products) are highly distinguished by originality, uniqueness, uniqueness, and perfection. O. Lyubarska, agreeing with these definitions, emphasizes that "...the word 'new' is present or assumed in most definitions of creativity".³⁴⁷

Thus, in the psychological sense, creativity acts as a higher level of logical thinking, an impetus to activity, and the created material and spiritual values are its result.³⁴⁸

In the scientific literature, creativity is also interpreted as the resolution of contradictions between the inherent and non-inherent qualities of the material world. At the same time, the concept of creativity is always associated with the individual, with his free, unlimited initiative.

³⁴⁵ Зайченко І. В. Педагогіка : навч. посіб. для студ. вищих пед. навч. закладів. Чернівці, 2003. 528 с. С.456.

³⁴⁶ Коваленко Є. І. До питання про сутність творчості. Наукові записки Ніжинського державного педагогічного університету імені Миколи Гоголя. Ніжин, 2001. С. 108.

³⁴⁷ Освітні технології : навч.-метод. посіб. / О. М. Пехота, А. З. Кіктенко, О. М. Любарська та ін. ; за ред. О. М. Пехоти. Київ : А.С.К., 2003. 255 с. С.113.

³⁴⁸ Там само.

It should be noted that "from the standpoint of psychological and pedagogical science, creativity is studied in two main directions - procedural and personal. In the procedural direction, the features of the subject's transformation of the subject of creativity, the object of creativity, and objective reality as a whole are determined. In the personal aspect, a prominent place is occupied by the qualities and abilities of the individual as a subject of creative activity. In addition, considerable attention is paid to the formation of the motivational sphere, the thesaurus of knowledge, abilities and skills, characterological properties of the individual's self-awareness, etc.³⁴⁹

Researchers face a number of problems, the solution of which will directly allow us to answer the following fundamentally important questions: Is it possible to rationally describe and explain creativity? How controlled is the creative process?

Among a number of issues that have been raised more and more often by scientists recently, we can mention, in particular: delineation of the essential features of creativity, definition of the components of the creative process and its stages, clarification of factors, drivers, favorable conditions for the effective course of the creative process.

S. Sysoeva notes that the peculiarity of any creative process, as a result of which qualitatively new things are created, is that not only the creative person affects the result of his own creativity, but also the subject of creativity itself contributes to the further creative development of a person. The scientist continues: "...a person's creative abilities are realized not only in the subject activity, but also in the very process of his life, self-realization as a means of self-affirmation, self-expression and self-development.³⁵⁰

Creativity is a holistic tension and realization of personality, a synthesis of abilities; not the uniqueness of individual personality characteristics, but their unique combination. A. Maslow was the first to point out that creativity is the most universal characteristic of the people he studied and observed. He considered creativity as a trait potentially present in all people from birth.³⁵¹

³⁴⁹ Остапенко Л. В. Розвиток творчих якостей у студентів-хормейстерів засобами української духовної хорової музики : дис. ... канд. пед. наук : спец. 13.00.02; Київський національний університет культури і мистецтв. Київ, 1999. 162 с. С.12.

³⁵⁰ Сисоєва С. О. Основи педагогічної творчості : підручник. Київ : Міленіум, 2006. 344 с. С.11-13.

³⁵¹ Maslow A. H. Motivation and Personality (2nd ed.). New York: Harper & Row, 1970. 411 p.

Thanks to creative activity, human capabilities continuously expand, historical development and the connection of generations are realized, and therefore the development of the creative potential of activity is an important condition for the cultural progress of society and human education.³⁵²

Creativity can also be considered as a solution to contradictions between existing knowledge, which allows making certain assumptions, and a fundamentally new, previously unpredictable result. In some sense, we can say that creativity is a process of transition from ignorance to knowledge.

The creative process is a specific and understudied phenomenon, which is characterized by the creation of something new and non-standard, the rejection of patterns and stereotypes, the creation of material values and works of art, discoveries in science, rationalizing inventions in technology, etc. This leads to new, often unexpected results.

The brightness of the creative impulse can be judged to some extent by novelty and unexpectedness. It is novelty and unpredictability that characterize the true meaning of a creative result.

Scientists note that the content of the creative process of a writer, artist, inventor, etc. always bears the imprint of their worldview, era, social practice, living conditions, individual abilities and talent. We would like to add that in any activity one should distinguish between standardized and creative components. The latter, according to psychologists, is a manifestation of the creative process.

The process of creativity is always specific, but it also has some common features and phases of development. Such phases are search, maturation of the idea, implementation, justification and verification. But, as S. Sysoeva emphasizes, there is no rigid sequence of stages. Therefore, it would be a mistake to think that each next stage begins only after the end of the previous one. Each of the stages is a necessary and integral component of the creative process, but they constantly penetrate into each other, so at the stage of finishing, corrections can be made to the initial idea.³⁵³

Let's consider the question of creative thinking as a component of human intelligence, and its features, such as the ability to transfer knowledge and skills to a new situation, learning something new, seeing a new problem both in familiar and non-standard situations, the ability to

³⁵² Гончаренко С. Український педагогічний словник. Київ : Либідь, 1997. 376 с. С.326.

³⁵³ Сисоєва С. О. Основи педагогічної творчості : підручник. Київ : Міленіум, 2006. 344 с. С.181.

determine a new function of an object, etc. . Scientists (H. Padalka, V. Romenets), analyzing this phenomenon, emphasized that thinking is the basis of the creative process.³⁵⁴

In research devoted to this problem, along with the effort to reveal a certain logical structure of the creative process, there is increasing interest in that side of creativity that is not fully formalized - fantasy and intuition.

"Unlike logical thinking, fantasy can reproduce an object in one moment, both in its structural integrity and in the totality of details, without leaving any of the field of attention. To keep a large set of facts in one's imagination at the same time, to trace it freely with the eye, to reproduce it in any sequence is an important prerequisite for productive creativity," emphasized V. Romenets. According to the evidence of science and art, the scientist says, a creative discovery often comes to a person unexpectedly, at the most unexpected moment for him. And he further writes that this feature brings imagination and intuition so close that their creative mechanisms are not without reason often equated by some researchers.³⁵⁵

The central component of the creative process, according to G. Padalka, is intuition, which cannot be reduced either to rational thinking or to the emotional filling of activity in the creative process. The scientist adds that from the point of view of logic, intuition is the ability to perceive the truth by directly finding it out, and expresses the opinion that the intuitive process, firstly, is characterized by the absence of any efforts and complications; secondly, it is accompanied by a feeling of confidence in one's actions; thirdly, its characteristic feature is the speed of the course and the absence of long thoughts. "From the point of view of psychology, intuition acts as a kind of process, differing from logical thinking not only in the speed of movement. To some extent, it is indeed a quick calculation. But the peculiarity of intuition is that at a certain speed the process of thinking and sensory cognition becomes qualitatively different", and further: "...intuition cannot be reduced either to rational thinking or to the emotional filling of activity in the creative process. And rational thinking, and the emotional sphere of consciousness, and intuition are components of the creative process that can coexist, complement or change each other".³⁵⁶

³⁵⁴ Падалка Г. М. Педагогіка мистецтва (Теорія і методика викладання мистецьких дисциплін). Київ : Освіта України, 2008. 274 с. .117.

³⁵⁵ Роменець В. А. Психологія творчості : навч. посіб. / В. А. Роменець. 2-ге вид., доп. К. : Либідь, 2001. 288 с. С.140.

³⁵⁶ Падалка Г. М. Педагогіка мистецтва (Теорія і методика викладання мистецьких дисциплін). Київ : Освіта України, 2008. 274 с. С.117-118.

Imagination is closely related to intuition, without which creative activity is unthinkable, because in order to create something, it is first necessary to imagine in an ideal that which will later be embodied in a material object. For teaching creative activity, the question of the ratio of logical and intuitive methods of cognition, scientific and empirical justification of decisions is fundamentally important.

Continuing to characterize the imagination, it is necessary to mention that a special type of creative imagination is a dream, that is, the creation of images of the desired future, which is not directly embodied in certain products of activity. A dream is one of the stimulators of human activity.

A huge role in the process of creativity belongs to inspiration, as a special state of a person, characterized by an influx of energy, sharpening of feelings, unconscious penetration into the subject of search and exclusive concentration of attention on the object of creativity.³⁵⁷

A significant role also belongs to creative interest, which is defined as attention caused by something significant, interesting, such that encourages independent creative activity, the result of which is the discovery of something new, solving a problem, and creative opportunities - qualities and abilities, skills and peculiarities of motivational spheres that develop and lead to the formation of a creative personality, the disclosure of its potential opportunities.³⁵⁸

Methodologically important is the statement that with the course of the creative process, the goals set by the individual become more and more significant, and at the same time the individual itself is formed and developed. This provision is particularly valuable because it reveals the continuity of self-stimulation of creative activity, its self-sufficiency for the development of a creative personality.

In modern studies of creativity, the trend is increasingly clearly outlined, according to which procedural and personal aspects are intertwined, creating an idea of a single system of regulation and implementation of creative activity.³⁵⁹

³⁵⁷ Там само. С.22.

³⁵⁸ Освітні технології : навч.-метод. посіб. / О. М. Пехота, А. З. Кіктенко, О. М. Любарська та ін. ; за ред. О. М. Пехоти. Київ : А.С.К., 2003. 255 с. С.119.

³⁵⁹ Остапенко Л. В. Розвиток творчих якостей у студентів-хормейстерів засобами української духовної хорової музики : дис. ... канд. пед. наук : спец. 13.00.02; Київський національний університет культури і мистецтв. Київ, 1999. 162 с. С.13-14.

S. Sysoeva believes that since personality is a systemic quality of an individual, creative personality acts as a subsystem of personality, which is characterized by a set of special creative qualities of an individual.

As the scientist notes, there are two diametrically opposite approaches to understanding the structure of a creative personality: one (monofactorial) recognizes the existence of certain creative abilities; the other (multifactorial) considers a creative personality as characterized by a set of individual qualities, the set of which determines the individual's unique individuality and the highest degree of his creative achievements.³⁶⁰

As stated in the "Encyclopedia of Education", personality qualities are meaningful signs of personality as a form of existence of the human psyche, which is a wholeness capable of self-development, self-determination, conscious objective activity and self-regulation and endowed with its own unique and unique inner world.

Scientists note that a creative personality is an individual who has a high level of knowledge, a desire for the new, original, and knows how to reject the usual, stereotyped. For a creative person, creative activity is a vital need, and a creative style of behavior is the most characteristic. The main feature of a creative personality is the presence of creative abilities and giftedness, which are considered as individual and psychological qualities of a person that meet the requirements of creative activity and are a condition for its successful performance.³⁶¹

The concepts of giftedness and creativity are interrelated: focus on creativity is a distinct sign of giftedness, and giftedness always manifests itself in a certain sphere of creative activity. The essence and specificity of creativity is generally reflected by two signs: the transformation of phenomena, things, processes of reality or their images; novelty, originality of ideas.³⁶²

According to the American psychologist K. Taylor, the traits of a creative personality are an effort to always be at the forefront of one's field; independence and independence of judgments, efforts to follow one's own path; propensity to risk, activity, inquisitiveness, tireless search; dissatisfaction with the existing traditions and methods and hence - an

³⁶⁰ Сисоєва С. О. Основи педагогічної творчості : підручник. Київ : Міленіум, 2006. 344 с. С.115.

³⁶¹ Освітні технології : навч.-метод. посіб. / О. М. Пехота, А. З. Кіктенко, О. М. Любарська та ін. ; за ред. О. М. Пехоти. Київ : А.С.К., 2003. 255 с. С.113.

³⁶² Педагогічний словник / за ред. дійсного члена АПН України М. Д. Ярмаченка. К. : Педагогічна думка, 2002. 514 с.116.

attempt to change the existing state of affairs; non-standard thinking; the gift of communication, the talent of prediction.

Personal qualities that contribute to self-realization (self-determination, self-affirmation, self-expression; creative activity) include such creative qualities as orientation, creative interest, curiosity; the desire to know oneself; drive to search for new information, motivation to achieve; independence and initiative, purposefulness, perseverance, hard work; emotional activity.³⁶³

We came to the need to clarify the questions: what is a creative personality in general? What makes her creative? How is she different from other people and what is specific to her?

In order to get answers to them and have a holistic view of this phenomenon, it is worth giving a description of a creative personality. Solving the problem in this way is considered logical by us, because the concept of "characteristic" in the reference literature is interpreted as a description of characteristic, distinctive qualities, traits, properties of something or someone, and they, in our opinion, are exactly those essential signs, that are characteristic of creative people.

Today, scientists single out more than a hundred creative qualities that can be endowed with this or that creative personality. We will list only a few of them that are most often mentioned, namely: vivid imagination, invention, the ability to approach a problem from different points of view, the ability to go beyond the usual ideas and see objects from an unusual angle, questioning what seems obvious, the ability to draw original conclusions, intuition, imagination, flexibility and intensity of searching thinking, its non-standard, highly developed ability to establish logical connections, saturation of the psyche with experiences, variability and ease of generating ideas, reflection, the ability to remember, recognize and reproduce information, high level of knowledge, desire for the new, original, creative style of behavior, independence and independence of judgment, trying to follow one's own path, propensity to take risks, activity, inquisitiveness, tireless search, dissatisfaction with existing traditions and methods, trying to change the existing state of affairs, the gift of communication, the talent of foresight, the ability to solve dead-end situations in cases where they do not have a logical solution in an original way, creative interest, the desire to know oneself, independence and

³⁶³ Ткачова Н. П. Творчість майбутнього вчителя музики як умова самоствердження особистості / Н. П. Ткачова // Теоретичні та методичні засади неперервної мистецької освіти : зб. матеріалів науково-методологічного семінару. Чернівці : Зелена Буковина, 2008. С. 171.

initiative, purposefulness, perseverance, hard work, the absence of being burdened by an excess of operational knowledge, the search for new means of activity, integrity of perception, striving to always be at the cutting edge in one's field, motivation to achieve, etc.

Note that a number of scientists, along with the concept of creative qualities, also use such terms as creative abilities, creative giftedness, creative potential.

We accept the opinion regarding the possibility of using such an integrated concept as quality in the characteristics of a creative personality. But then there is a need for a more detailed approach to the question, what are qualities in general, and creative qualities in particular?

As a philosophical category, quality expresses the essential determination of an object, thanks to which it is exactly this and not another, and acts as an objective and general characteristic of objects, which is manifested in the totality of their properties. Quality is the internal specific determination of an object that distinguishes it from all others, the property and specificity of the "how" and "what" of a thing; shows the initial and true unity and diversity of reality, which does not yet involve spatial or even imaginary dismemberment, rather it is realized visually.³⁶⁴

Quality is defined as one or another characteristic feature, property, feature of something or someone. That is why qualities act as the most important human, personal characteristics, its meaningful features. Among the key ones, scientists name: integrity, uniqueness, activity, openness, self-development, self-regulation, etc. Innate and acquired are organically combined in personality qualities.

Analysis of the mechanism and regularities of creativity shows that all human qualities necessary for creativity develop in the process of learning and creative activity. Therefore, according to scientists, the acquisition of these qualities is possible for anyone who has a normal psyche and the necessary physical data.

However, modern pedagogy and psychology recognizes that the degree of general creative development of a person can have its limits, determined by the genetic features of the structure of the nervous system. After all, there is no other way to explain the phenomenon that works of art of different value are created with approximately the same levels of skill - points out M. Yarmachenko.³⁶⁵

³⁶⁴ Український радянський енциклопедичний словник : в 3 т., Т. 3. Київ: АН УРСР, 1967. 854 с. С.838.

³⁶⁵ Педагогічний словник / за ред. дійсного члена АПН України М. Д. Ярмаченка. К. : Педагогічна думка, 2002. 514 с. С.74.

On the other hand, one cannot disagree with the fact that the productivity of creative activity and the quality of the product itself, which is created in the process of such activity, largely depends on the presence of certain traits, signs or properties in their creator, which can be generally combined into an integrated concept - "qualities". Therefore, it can be natural to assume that the creative qualities of an individual, being characteristics that are actualized only in the process of creative activity, can be structured only on the condition that such a dynamic component of any creative process is included in this structure, thanks to which all creative qualities would be actualized and which would act their core. In our opinion, such a unifying center, or the core of the entire dynamic structure, can be a creative search.

Creative qualities of an individual are a complex of essential features, signs, properties and features that ensure the success of creative activity and are manifested in the features of perception, intelligence, character and motivation. All qualities necessary for creativity are developed in the process of learning and creative activity.³⁶⁶

In the psychological and pedagogical literature, along with the term "creative personality", the term "creative personality" is often used. O. Lyubarska believes that its content is most successfully defined by S. Sysoeva, who points out that a creative personality should be understood as one that has internal prerequisites (personal formations, neurophysiological predispositions) that ensure its creative activity, i.e. unstimulated search and transformative activity activity.³⁶⁷

At the same time, creativity is understood as an integral stable characteristic that determines a person's ability to be creative, adopt new, non-standard thinking, and generate original and useful ideas. The main goal of a creative educational environment is to "awaken" the creator in a person and to develop the inherent creative potential in him as much as possible.

Creativity is considered by scientists as a level of creative giftedness, creative abilities, which are manifested in thinking, communication, certain types of activities and constitute a relatively stable characteristic of the individual.

³⁶⁶ Дворник Ю. Ф. Творчі якості особистості вчителя музики у структурі педагогічної діяльності. URL: <https://enpuir.npu.edu.ua/bitstream/handle/123456789/21987/Dvornyk.pdf?sequence=1>

³⁶⁷ Освітні технології : навч.-метод. посіб. / О. М. Пехота, А. З. Кіктенко, О. М. Любарська та ін. ; за ред. О. М. Пехоти. Київ : А.С.К., 2003. 255 с. С.114.

High levels of creativity in children do not guarantee their creative achievements in the future, but only indicate the possibility of such achievements in the presence of high motivation for creativity and mastery of the necessary creative skills.

Creativity and creativity are a necessary condition and guarantor of achieving the highest results of a teacher's activity, the fullest realization of his capabilities. S. Sysoeva notes that the teacher's pedagogical creativity develops throughout the entire pedagogical activity and is a decisive factor in advancing to the heights of pedagogical mastery.

Based on the analysis and his own research, the scientist identifies the following signs of the teacher's pedagogical creativity:

- high level of social and moral awareness;
- searching and transforming style of thinking;
- developed intellectual and logical abilities (ability to analyze, justify, explain, determine the main thing, etc.);
- problematic vision;
- creative fantasy, developed imagination;
- specific personal qualities (love for children, selflessness, courage, readiness to take reasonable risks in professional activities, purposefulness, inquisitiveness, independence, perseverance, enthusiasm);
- specific motives (the need to realize one's "I", the desire to be recognized, creative interest, enthusiasm for the creative process, one's work, the desire to achieve the greatest effectiveness in the specific conditions of one's pedagogical activity);
- communication skills;
- ability to self-manage;
- high level of general culture.³⁶⁸

It should be stated that a significant number of research works in the field of psychology and pedagogy are devoted to the consideration of the problems of professional training of future teachers for pedagogical activities. Scientists note that pedagogical activity is a special type of highly qualified mental and practical activity of a creative, unique nature, which is characterized by a high level of preparation for practical activity; that it is in the direct creative activity of the teacher that his unique individuality is maximally revealed.³⁶⁹

³⁶⁸ Сисоєва С. О. Творча педагогічна діяльність вчителя: ознаки і методи. Обдарована дитина. 2005. № 4. С. 7-8.

³⁶⁹ Ткачова Н. П. Творчість майбутнього вчителя музики як умова самоствердження особистості / Н. П. Ткачова // Теоретичні та методичні

A creative teacher is considered by S. Sysoeva to be a creative personality with a high degree of development of motives, characterological features and creative skills that contribute to successful creative pedagogical activity, and who, as a result of special professional training and constant self-improvement, acquires knowledge, skills and abilities of pedagogical work, masters the ability to form creative personality in the educational process.³⁷⁰

V. Sukhomlynsky repeatedly emphasized that the work of a teacher is real creativity, and not the usual "pushing" of knowledge into children. A real teacher is a creator who cannot repeat the same thing all his life. Only a creative teacher can reveal the creative potential of children, develop their abilities.³⁷¹

According to G. Padalka, the teacher's achievement of a creative level of mastery of his profession is a kind of "unit" of pedagogical work, an integral part and an essential criterion of professionalism. "A teacher who creatively realizes his pedagogical abilities, develops and strengthens the inner desire for self-improvement, sees meaning not only in an independent creative search, but also in a collective one, together with students".³⁷²

A natural question arises: Who is a creative teacher, and what activities should he perform in order to be considered such? According to D. Ivanova, a creative teacher is a person who has a high level of pedagogical creativity (this includes creative personality traits and additionally formed motives, personal qualities, abilities that contribute to successful creative pedagogical activity). Such a teacher is characterized by the appropriate level of knowledge of the subject taught by him, the acquired psychological and pedagogical knowledge, abilities and skills, which, under conditions favorable to pedagogical creativity, ensure his

засади неперервної мистецької освіти : зб. матеріалів науково-методологічного семінару. Чернівці : Зелена Буковина, 2008. С. 170.

³⁷⁰ Сисоева С. О. Творча педагогічна діяльність вчителя: ознаки і методи. Обдарована дитина. 2005. № 4. С. 6.

³⁷¹ Ткачова Н. П. Творчість майбутнього вчителя музики як умова самоствердження особистості / Н. П. Ткачова // Теоретичні та методичні засади неперервної мистецької освіти : зб. матеріалів науково-методологічного семінару. – Чернівці : Зелена Буковина, 2008. – С. 169–172

³⁷² Освітні технології : навч.-метод. посіб. / О. М. Пехота, А. З. Кіктенко, О. М. Любарська та ін. ; за ред. О. М. Пехоти. Київ : А.С.К., 2003. 255 с. С.122.

effective pedagogical activity for the development of potential creative abilities of students.³⁷³

The peculiarity of music-pedagogical activity is that pedagogical tasks are solved by means of music, and artistic and creative parameters, as indicated by O. Oleksyuk and M. Tkach, become the main component of the music teacher's activity. Therefore, these parameters serve as the basis for his creativity.³⁷⁴

Therefore, the creative activity of the teacher should include: complex variable use of the fund of theoretical knowledge and practical skills; seeing a new problem in a familiar situation, solving it in different ways, independently combining and transforming known methods of activity into new ones; creative use of various combinations of means and methods of teaching and education; determination, in certain cases, of new ways of solving pedagogical tasks, which requires the future teacher to give birth to his own, personally significant thought, creative self-expression.

S. Sysoeva draws attention to the uneven expression of creativity in various types of teacher's professional activity, therefore, in order to determine the levels of a teacher's creative pedagogical activity, it is appropriate to consider different areas of his activity. She considers this provision to be conceptual.

Accordingly, the scientist also developed criteria for the teacher's creative pedagogical activity, which are individually creative in nature and characterize the teacher's creative and pedagogical activity as a creative process:

- development of fundamentally new approaches to education, education and development of students;
- rationalization and modernization of the content, forms, methods and means of the educational process, in particular, with the aim of developing students' creative abilities, their talents and giftedness;
- complex and variant use in professional activity of the entire set of theoretical knowledge and practical skills;
- vision of a new problem in an externally familiar situation, finding alternative ways to solve it;

³⁷³ Іванова Д. Г. Розвиток творчої особистості вчителя в умовах вищої школи. Наукові записки Ніжинського державного педагогічного університету імені Миколи Гоголя. Ніжин, 2002. № 4. С.44.

³⁷⁴ Олексюк О. М. Педагогіка духовного потенціалу особистості: сфера музичного мистецтва : навч. посіб. / О. Олексюк, М. Ткач. Київ : Знання України, 2004. 264 с. С.93.

- the application of scientific and evidence-based selection of actions in a specific pedagogical situation;
- conducting a systematic introspection of professional activity, scientific research work on the creative generalization of the experience of colleagues;
- mastering the forms and methods of managing students' creative educational activities in order to develop their creative abilities;
- practical implementation of the principles of cooperation pedagogy;
- demonstrated flexibility in choosing the optimal management solution in non-standard (especially conflict) situations;
- original design of the educational process.³⁷⁵

In addition, the specificity of the teacher's pedagogical activity requires him to master many professional knowledge, skills and abilities. In particular, E. Kovalenko is convinced that professional and pedagogical creativity is formed according to the scheme: knowledge – skill – skill – creativity. In her opinion, each link is a mandatory basis for the next.

A teacher who forms a creative personality, emphasizes O. Lyubarska, must be an innovator in his essence. Only then will new ideas, progressive principles and methods help him create new pedagogical technologies, introduce various innovations into the educational process. And only then will the entire education and training system be rebuilt in the direction of increasing its effectiveness.³⁷⁶

All that has been said actualizes the problem of determining the place of a teacher's creative qualities in the structure of pedagogical activity. To reveal it, first of all, it is worth highlighting the fundamental opinions of scientists, which allow us to get to the essence of this issue, the difficulty of which is to establish a connection between personal characteristics and the process that unfolds over time. At the same time, this connection exists and it has methodological significance for understanding the problem.

As indicated above, pedagogical activity has a complex structure. Its components are relatively independent functional types. As for research and creative activity, it permeates all types of activity and fills them with creative content. Therefore, pedagogical activity acquires all the signs of creative activity.

³⁷⁵ Сисоєва С. О. Основи педагогічної творчості: підручник. Київ : Міленіум, 2006. 344 с. С.8.

³⁷⁶ Освітні технології : навч.-метод. посіб. / О. М. Пехота, А. З. Кіктенко, О. М. Любарська та ін. ; за ред. О. М. Пехоти. Київ : А.С.К., 2003. 255 с. С.123.

And if we are guided by the premise that the effectiveness of any creative activity depends to a large extent on the creative personality, the development of his creative qualities, then we can conclude that the creative activity of the teacher acts as a system-forming component of the entire structure of pedagogical activity, in which creative qualities ensure its creative character and is the most important condition for its successful implementation.

The mentioned provisions can be considered a strong methodological basis for determining the strategy of pedagogical education, as they allow us to understand the logic of the process of development of these complex neoplasms in future teachers and to outline its key stages.³⁷⁷

Thus, the formation of creative qualities of the future teacher's personality is a necessary condition for him to achieve high results in pedagogical activity; ensures the expansion and realization of one's own internal capabilities and needs; is an important factor in the effective implementation of one of the key tasks of a modern comprehensive school - revealing the creative potential of students and forming their creative personality.

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**THEORETICAL FOUNDATIONS OF MUSICAL TRAINING OF
THE FUTURE CHOREOGRAPHER IN INSTITUTIONS OF
HIGHER EDUCATION**

**ТЕОРЕТИЧНІ ОСНОВИ МУЗИЧНОЇ ПІДГОТОВКИ
МАЙБУТНЬОГО ХОРЕОГРАФА У ЗАКЛАДАХ
ВИЩОЇ ОСВІТИ**

Modern society can rightly be called the era of global connections caused by the dynamic integration of all spheres of human knowledge, including art. Since the existence of the pro-synthesis of music and dance,

³⁷⁷ Дворник Ю. Ф. Творчі якості особистості вчителя музики у структурі педагогічної діяльності. URL: <https://enpuir.npu.edu.ua/bitstream/handle/123456789/21987/Dvornyk.pdf?sequence=1>.