



A prospective music teacher's creative personality formation in the educational environment of the university

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The article deals with the specifics of a prospective music teacher's creative personality formation in the educational environment of the university. The forms, the technologies of a creative personality development, the continuity of curricular and extracurricular activities are analyzed. Various creative tasks that are used in the process of studying of musical education methods are considered. The role of an artistic environment in forming a prospective music teacher's creative personality is proven.

Keywords: creative personality; prospective music teacher; educational environment of the university.

Introduction

At the time of digital technologies and an educational revolution the system of higher education in Ukraine requires eradicated reforms. The vast majority of combinatorial and modification innovations of the last decades have heightened the knowledge paradigm and the implementation of competence approach. At present the significance of axiological and environmental approaches is actualized, according to which the system of personal values determines the social and individual concernment of the means, results and consequences of the future professional activities, and the professional and personal development of a future teacher is realized in the educational environment of the university.

New approaches are also demanded for the professional training of a prospective music teacher, who has to become not only a competent, but also a creative and successful educator, a teacher should not just communicate important professional information, but he or she should be ready to mould the value outlook of children and youth through the prism of musical art and be able to form a broadly developed spiritual creative personality. An axiological approach stipulates now the improvement of the quality of education, because values determine main vectors of the behaviour and professional development.

The preparation of teachers of the new generation according to the challenges of the present world – active, creative and competent – should be carried out in the university setting, which also has to be transformed dramatically. Educational reforms should take place not only

in improving teaching methods, developing innovative technologies, but also in the change of thinking of both teachers and students.

Goals of article

is to analyze the specificity of the formation of a creative individuality of a prospective music teacher in an educational environment of the university.

Materials and Methods

Analysis of recent research and publications. Numerous studies, written by V. Andreev, V. Zagvyazynskyi, V. Kan-Kalyka, O. Kyrychuk, P. Kravchuk, V. Moljako, S. Sysoyeva and other researchers, are dedicated to the problem of the formation of a creative individuality. S. Kovalyova T. Stratan, N. Tkachova, V. Ulyanova, I. Tsmur and others studied the creative development of a future teacher of musical art. The question of the influence of the environment on the development of the personality was under consideration in the works of such researchers as: M. Bratko, A. Danyluk, T. Malkovska, L. Nykandrov, O. Rebrova, M. Skatkin, A. Hutorsky, V. Yasvin.

The requirements of the present time urge us to examine the process of the formation and development of a creative individuality of each student as the key condition for their further successful professional activity. The academic system of education, combined with innovative processes, is aimed at the improving of the quality of the professional training of prospective music teachers, including also on the

basis of an axiological approach. At the same time, an insufficient development of the content of the professional and personal technology is observed, aimed at forming values of the educational environment of the university. Modern realities require the study of the formation of a creative person in the educational and creative environment of the university, where there are entirely new conditions of functioning providing a high-quality level of training of competitive musicians and music teachers. Successful mastering of the valuable normative experience of the society and profession assists in the formation of your own experience in your occupation, creative work and communication. This artistic environment is the condition of the effective formation of the professional and personal core values of a future specialist, where the impact of music on the formation and emotional experience of spiritual values is global, embodied in artistic images, as well as the capacity for creative self-realization.

Prospective teachers of musical art get their professional education gaining proficiency in the specialty "Art of Music" in the classical or pedagogical universities. Complex formation of musical and educational components of the educational process gives the opportunity to prepare a unique teacher-musician who combines executive, teaching and management activities. At present such versatility is amplified with a great number of specializations that give future teachers of music more opportunities for self-actualization and successful job placement. Taking into consideration the specificity of the creative environment of the educational activities related to training and education by means of music, special importance is given to the formation and development of the creative personality of a future professional musician.

In the educational process active mastering of the profession involves the formation of creative personality traits, implemented in the independence and creativity of a future teacher of music.

S. Sysoyeva defines a creative personality as "a subject of creative social relations and a productive creative activity (Sysoyeva, 2014). The foundation of a creative personality is his or her creativity, the determinant of which is the creative activity of the individuality in its definition as an unstimulated outside search and a transforming activity".

An educational artistic environment encourages creative self-expression, creates opportunities of the creative collaboration between teachers and students, representatives of various forms of art. It forms appropriate skills, which let educators transmit their knowledge, values, and emotions and understand other subjects of a creative environment.

M. Bratko gives her author's interpretation of the phenomenon of "an educational environment". She defines it as "a common, cumulative, unified, integral, undivided factor of the development of a personality and identity formation, which plays a significant role in modifying his or her behavior that develops as a result of planned and unplanned impacts of the environment, interaction between an individuality and its components" (Bratko, 2015).

A researcher draws attention to the fact that the educational environment of the institution of higher education is "a multi-subject and multi-disciplinary systematic formation that influences purposefully on the

professional and personal development of a future specialist ensuring his or her readiness for professional work and/or continuing his or her training, the successful implementation of social roles and self-actualization throughout the whole life" (Bratko, 2015).

Ju. Myrovska indicates that a creative environment is characterized by "the systematic relations of its objects, integrity, aesthetic functionality, organizational conditionality, integration of art and interactive cooperation of its representatives". She defines the importance of the creative nature of the university environment that is ensured by "the system of conditions of an educational institution, the aspiration of teachers who should contribute to the revelation of abilities, interests and aptitudes of their students as much as possible, who should facilitate their self-development, self-actualization of a personality, predict the development of skills, creative activity and initiative". Equally important is "the group that is focused on a creative and cognitive activity, the part of which every student becomes" (Myrovska, 2013).

It should be mentioned that the determining factor is generally favorable atmosphere at the university, focused on the individual trajectory of the development of every student and the ability to work in a team, on assistance given to the students in developing their own projects as authors, performers, stage-directors, musicians and teachers, participants of the creative process in different forms of art. These principles contribute to the development of a positive attitude to the educational process, form the activity and positive learning ambitions of students, and give an orientation to success and effectiveness in performing, teaching activities and communication.

Results

Formation of a creative personality of a teacher of music, realization of his or her creative abilities and development of an individual style of work require the search of the new means on the basis of such an anticipatory paradigm of art education, the priority of which is to form an innovative creative thinking. The musician and teacher of the new generation is a successful professional, creative leader and manager, free from stereotypes, who is able for self-perfection and can work in a team. The success of the teacher is determined by his or her realization. Preparing such a successful musician and teacher is the common goal for both teachers and students, united by the system of values and the complex of actions aimed at successful future results. Therefore, an important addition to all the components of the professional training of prospective teachers of music is mastering the strategy of being a successful person taking into account a communication formula as the triad "teacher – student – learner".

The article deals with various creative tasks that are used in the process of studying of musical education methods are considered. We offer to consider the stages of a successful music teacher's creative personality formation, which can be interpreted as a certain navigator for a student in work.

The first stage. Self-rating (you should understand your value, evaluate your creative possibilities).

The second stage. The growth of the professionalism (you should implement your value, form right patterns of

behaviour). Developing positive habits in education. Adhering to positive slogans: "It is rather prestigious to study well", "It is a shame to be worse than others", the result of which will be a good image, joy, authority. Personal interest not only in results, but also in the learning process. Redirection of the educational process from the negative into the positive one (creation of the situations of success), aiming at being better manifestation of oneself.

The third stage. Advertising and producing of oneself (participation in art festivals and competitions, development of the individual style of teaching, performance, posting videos of your own artistic activities in social networks, etc.).

The fourth stage. Constant creative self-perfection in the process of studying performing and theoretical disciplines, online and offline training.

An outstanding pianist H. H. Neyhaus wrote: "Axiomatic methods, which give mostly prescriptions, so-called rigid rules, even if right and proven, will forever remain only primitive, initial, simplified, those which require, when colliding with real life, an incessant development, additional reasoning, specification, revivification, in one word, didactic transformation" (Neyhaus, 1988).

The formation of a creative personality of a future teacher of music in the educational environment of the university is carried out in different forms of organization – in class and during extracurricular activities, among which classes in techniques of music education play a significant role, that is a kind of a "simulator" for students. The specific character of this discipline is in the synthesis of the performing and educational components, where various methods are implemented – a method of working with children's voices, playing instruments, conducting and other methods.

We should emphasize on the effectiveness of conducting classes in the methods of musical education in the form of creative workshops – an intensive technology of training that includes each of the participants in the process of gaining knowledge by means of their own independent solutions of creative problems and critical attitude to information, received from the teacher. There is a complex formation of the professional competences: methodical, psychological and educational, performing, communicative and media-competence.

The creative workshop format may include elements of different technologies, among which we define the most effective that are as following: a personality-oriented technology on the basis of competence, a designing technology, gaming and multimedia technologies.

The usage of interactive notes of music classes, musical flash-games, videos, movies, presentations, creative tasks when students should make up a media-accompaniment to a music class – a presentation of a class and a flash-animation to a song, the creation of their own resource center of electronic manuals and programs contribute to a creative development of a teacher-musician.

Among the realm of computer and digital technologies the most important and irreplaceable is the personality-oriented technology, when creative trainings should teach students to communicate, find the way out of different educational situations, design the learning process and foresee the results.

Seminars and trainings can be carried out using different themes from the methodology of teaching music, including: the development of algorithms and conducting hearing, that is perception of music as a fragment of a music class, learning a choral work and finding optimal methods and techniques of work as part of a music class; analysis of video clips of a music lesson and extracurricular activities, etc.

Creative tasks assist in the activation of creative thinking: the development of an author's program in musical art; writing essays on topical issues of musical pedagogy and education; the elaboration of objectives for the development of children's creativity in different kinds of musical activities. In addition, students have to fulfill those creative tasks, proposed in textbooks for children (according to current programs).

Here are examples of some creative tasks suggested for students in grade 6 according to the current program "Art": "Imagine that you are a director staging the cantata "Carmina Burana" in the open air and describe the peculiarities of your stage interpretation", "Experiment with the sounds of a piano or other instrument creating music sketches on the theme "Play of waves", "Collectively create a class anthem" (Masol, 2014). The fulfillment of such tasks contributes to the development of creativity and independence, prepares students for further professional activities in the light of children's creative work.

The designing activity involves acquiring of knowledge and skills during planning and accomplishment of practical tasks (projects) that gradually become more complex. The designing technology has to provide a high level of knowledge, ability to acquire it independently and apply it in practice; develop every student as a creative personality, capable of practical work; involve everyone in creative activities; work with musical material skillfully.

Among the most popular projects are the designing of a fragment of a music class, and its presentation to a group of students, the selection of the musical material, and development of a script of an extracurricular stage activity.

By the example of the suggested art projects according to the current programme "Art" (Masol, 2014) it is appropriate for students to prepare their own projects. The art project "On Wings of Song" anticipates the fulfillment of the assignments: "Choose and explore the works of famous native performers of folk, pop or author's songs. Prepare a presentation with the song sound samples. Discuss with your classmates the peculiarities of music, the style of singing." or "Search the Internet for the works of art based on mythological plots. Listen to the music of the works that gained your interest most of all, share your impressions with your classmates. Analyze mythological images. Create corresponding thematic collections". Realization of such projects prepares prospective teachers of music to their professional work by means of active forms of work, which can be tested then at their teaching practice. There is the formation of the skills of the organization of a positive interpersonal interaction, the formation of abilities and skills of performing different types of educational activities in standard and not stereotypical educational and pedagogical situations; creative thinking skills in the process of solving professional problems; skills to work in the team.

Extracurricular activities should be a continuation of class activities as creative musical stage forms (performing

and theatrical). Such activities are the result of revealing talent and creativity of every student in terms of public stage performance, and this is an important source of improving musical training. The possibility of self-actualization of your creative potential, professional skills, acquired during the training sessions, the possibility of participation in various creative groups is implemented in various forms of musical and theatrical activities. The maximum usage of active music-making of the participants of these events, creative interpretation of musical compositions combined with acting, the synthesis of work of an actor and a musician forward the development of creative activities of a future teacher, provide the basis of stage skills, prepare for the future profession in the organization of extracurricular activities, which in turn improve the system of music education in schools.

The examples of such forms are the festivals of choirs "Song Convenes Friends", the concerts of "Small Philharmonic", corporate concert performances, art contests of the author's song, etc.

At the Institute of Arts of Borys Grinchenko Kyiv University a cultural and artistic project "Musical Interlude" has become the students' creative laboratory on the principle of continuity between the academic and extra-curricular activities. The originality of this project is the weekly presentation of mini-programs from 5-7 concert numbers of different styles and genres during the break between classes in the concert hall of the Institute. Positive comfortable environment, friendly audience (students and teachers), chamber conditions contributed to the creative

self-realization of students as artists, actors, presenters, educators. The positive impact of such mode is obvious, because "Musical Interludes" gave an opportunity for students of different levels of talent to improve and realize themselves in the form of stage performance, create new works, their interpretations in a professional artistic environment of the university.

Discussions

The formation of a creative person of a future teacher of music at the educational environment of the university has to become an integral part of the professional training, including the value aspect, and also it should be carried out by creative educators.

Conclusions

Thus, an environmental approach in terms of art education involves the creation of an appropriate artistic environment as a certain condition of the formation of a creative personality. Equally important is the integration of all participants of the educational process, who, popularizing value orientations of musical art, would have self-realization and form a spiritual culture of youth.

The results of the study confirm the efficiency of the proposed methods and its value for the further improvements of the theories and practice in music education.

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