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Published in the Russian Federation
European Researcher
Has been issued since 2010.
ISSN 2219-8229
E-ISSN 2224-0136
Vol. 75, No. 5-2, pp. 997-1004, 2014

DOI: 10.13187/issn.2219-8229
www.erjournal.ru



UDC 378:371.134+78

Role of Creative Activity in the Formation of Professional and Personal Experience of the Future Music Teacher

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Abstract. This paper investigated and substantiated the role of creative activity in the formation of professional and personal experience of the future music teacher. It was determined that the creative activity as a complex personality formation acts as a prerequisite and the result of musical and educational activities, provides an unusual approach and creative solution of professional problems. It is proved that the high level of creative activity is determined by positive motivation, strong interest and focus on music and teaching activities, expression of emotions and significant willpower, self-reliance, initiative, imagination, the ability to perform the academic tasks in a non-standard way, and the availability of adequate self-assessment of one's own musical abilities and professional activities.

Keywords: creative activity; professional and personal experience; future music teacher; professional training.

Introduction.

The modern higher education, while training the teacher of a new pattern aims at training a professional capable of continuous spiritual self-improvement, and active teaching creativity as the basis for enriching the intellectual and cultural potential of the nation. The problem of effective training of a future music teacher acquires particular importance as a part of the structural reform of the higher education, modernization of educational programs, and implementation of innovative technologies in the educational process.

Formation of the creative activity of the future specialist becomes one of the factors raising the spiritual culture of the Ukrainian people, the comprehensive development of the student as a whole person, development of its abilities and talent, as well as professional and personal experience. The issue of shaping the creative activity of the future music teacher having its own teaching traditions and principles in higher school appears in a new light. This is due to progressive social changes, factors of scientific and technological progress and further development of the theory and practice of music education and training. The whole process of learning in higher school should be subordinated to the task of formation and development of the qualities and characteristics of the future professionals which would provide them with a productive and socially efficient level of professional and personal experience.

Problem of Research

Today the creative approach in professionalization acquires priority, and the principle of creativity embodies in the maximum focus on creativity in educational activities, learning one's own experience of creative activity, determines the effectiveness and efficiency of professional activity of the future teacher. This is due to the fact that the teacher's innovative approaches to teaching music and music education, development and implementation of new methods, techniques, and their optimal combination support the creation of innovative systems for teaching, training and development of students.

However, the system of training the music teachers faces considerable difficulties. The collected evidence suggests that reforming the content and technology of training the students of music teaching faculties of higher educational schools does not always affect the quality of their music education, level of their music and educational training and preparedness for musical and creative profession positively. The quality of training the future teachers is largely dependent on the student's position in the learning process and its innovative attitude to different learning activities.

The process of becoming a professional, the spiritual, moral and intellectual growth of future professionals is largely determined by the level of their activity. Mastering the creative music profession combines four components, i.e. cognitive, value-oriented, transformative and communicative, which form the basis for preparing students for their chosen profession.

Research Focus

The substantive aspects of creative activity as an integrative personal active formation combines the interests and needs, the direction and dispositions, the level of development of the intellectual, emotional, volitional qualities and actions predetermining the effectiveness of different types of students' activities. Determination of content of the creative activity as the most important feature of the modern professional music teacher assumes consideration of peculiarities of the students' age and structural components of personality. Students' age is a period of active formation of the internal need of the individual to match its aspirations with society interests. A number of studies proved that the most creative activity during music lessons is contained in independent musical cognitive activity promoting the intensive thinking, heavy use of memory and imagination (Bohoyavlenskaya, 1983; Pehota, 1997; Sysoieva, 1998). The dominance of creativity in education and development of the student's individual creativity can help the formation of the future professional teacher.

An important contribution to the theory and practice of formation of creative activity of the person by music subjects was made by Apraksina (1993), Nikitina & Romanenko (1992), Padalka (2008) and others who saw the music subjects as the effective means of personal development. The teacher's expertise and culture affect the formation of the future specialist.

The study of the issue of creative activity characteristics as an indicator of the level of formation of professional and personal experience of the modern professional is impossible without specifying its nature. We see the creativity as a complex personal formation, acting as a prerequisite and the result of musical and educational activities, and providing an unusual approach and creative solution of professional problems.

The works of authors considering the activity as a readiness (i.e. the ability and desire) to the active acquisition of knowledge (Maslow, 2003), expression of the transforming actions of the subject in relation towards the surrounding objects and phenomena (Kulnevych, 2001), a willed a condition characterized by the increased cognitive work of the individual (Molyako, 1989), effectiveness of the individual's vitality (Rybalka, 1996), quality of the work in which the personality is expressed with its attitude to the content, the nature of learning and the desire to mobilize the moral and volitional efforts to achieve the objectives of knowledge (Romanets, 2001) poses a significant interest.

Zhuhonov (1991) suggests considering the following three levels of activity:

Level one – reproductive activity – is characterized by the desire of the student to understand, remember and reproduce the knowledge, to master the way to use it according to the model. This level is characterized by instability of individual's willpower. The typical indicator of the first level of activity is the lack of interest in deepening the knowledge.

Level two – interpreting activity – is characterized by the desire to identify the nature of the music and educational material, to penetrate into the essence of the phenomenon, the desire to

know the relationships between the phenomena and processes, and to learn the ways to use the knowledge in changed conditions. At this level of activity, the student reveals the occasional desire for self-search for answers to the questions interesting to it.

Level three – the level of creative activity – is characterized by interest and desire not only to penetrate deeply into the essence of musical and educational events and their relationships, but also to find a new way to achieve the goal. At this level, the students show the desire to apply their knowledge in a new situation, i.e. to transfer the knowledge and ways of activity to the conditions previously unknown to them. The characteristic feature of this level of activity is a manifestation of high volitional qualities, perseverance, broad and persistent educational interests.

In the works of Zagviazinskiy (1987) and Davydov (1996) the activity is characterized as a measure of active expression of the public essence of the expert as a quantitative and qualitative aspect of its career as a system of human impact on various aspects of life. In their view, training in higher education shall be directed towards formation of this complex personal formation as an indicator of the teacher's professionalism.

Lazarev, (1997) explores the "activity" as a human trait manifested in a state of readiness, in the pursuit of independent activity, choice of the optimal ways to achieve this goal as a means to meet the spiritual needs, interests, and personality expression, as an essential condition for improving the educational process.

Creative activity is an integrative personal active characteristic of a man, which predetermines the transforming creative direction of its intellectual and practical activity based on creative abilities, a high level of spiritual personality, expertise and creatively oriented motivation.

As convincingly demonstrated by the analysis of scientific papers, the basis of readiness for professional and creative activity (like any other) is the motivational component. In the framework of our research an important idea is that the environmental conditions provide only the opportunities to identify the creativity and the basic condition for the formation of creativity and its manifestations in everyday life is the development of individual's creative motivation. Therefore, we believe that the key pedagogical condition of forming the professional and creative activity of the future music teachers is the promotion of positive motivation of the educational and creative activity of students targeted for future professional activities.

Methodology of Research

General Background of Research

The purpose of the study included the investigation of the actual state of the creative activity of students of the theory and methodology of musical art department of the Art Institute of Borys Grinchenko University of Kyiv studying different academic courses, experimental verification of a set of didactic conditions improving the level of its detection by the future music teachers in the course of music and teacher training. To fulfill this objective it was required to solve the following problems, i.e. to identify the level of formation of creative activity of the future music teachers and the reasons hindering its positive dynamics; to explore the nature of the educational environment affecting the creative activity of students of various courses of study positively or negatively; to develop and implement the experimental verification of the effectiveness of teaching conditions ensuring the effectiveness of training in the development of this complex personality formation as an indicator of the degree of formation of professional and personal experience of the future music teacher.

The purpose and objectives of the study identified the need to use different methods, and the important place among them was occupied by the experiment that combined two stages, i.e. diagnostic and forming.

During the experimental work, we noticed that the traditional system of professional training of the future teachers in higher school can not fully meet the social demand for professionals with a high level of creative activity and readiness for creative professional activity. The task of a modern high school teacher is to change the subject paradigm radically for a student-oriented teaching, and thus to provide an environment for comprehensive detection of the creative potential of each student, to develop and consolidate its active professional position and creative style of its activities.

The task provided for re-orientation from the formal knowledge level to the level of personal knowledge so that students could be active, show a creative approach to solving the educational problems, improve their organizational skills, and gain the experience of innovative musical and educational activities in the process of music and teacher training. This task can be solved only

subject to provision of conditions encouraging the learner-centered teaching effectiveness in the development of the students' creative activity.

The process of vocational and educational training of the future music teachers should be arranged so that it is activated the mechanism of personal development. It is possible subject to a set of conditions. In this regard, it is advisable to distinguish between two groups of conditions, the fulfillment of which in the course of the vocational teacher training of students will provide a positive dynamics of the level of their professional and creative activity.

The first group includes the subjective conditions related to individual psychological characteristics of future music teachers. The condition for successful formation of professional and creative activity of students is the presence of a student's positive motivation. The motivation means various motives inducing the activity of the individual. The content of the motivation also includes the professional values, ideals, beliefs, orientation, needs, interests, desires and so on. These tools promote the active actions and behavior of the students in the educational process.

An equally important feature of the learning environment is to design various modalities of action according to the demand vector and their professional competence. Matching the nature of activity with the students' needs leads to the fact that this activity generates its internal motivation to participate therein, thus stimulating the activity of the individual.

In the course of activity the students gain the experience of vocational and creative activity, during which the participants can not only be a passive spectator of what is happening but act as active participants and organizers.

The students' activity is enhanced significantly if the goals of their activity become personally meaningful to them, gradually become more complex, acquire the creative nature, and the learning methods and techniques satisfy their need for novelty and innovative approach to solving the educational problems.

In terms of education, pedagogically organized and professionally oriented environment, the students are always the subject of activity, its active participants and organizers, and this fact stimulates their personal growth. This process takes place in stages. In the first stage, the future teacher learns the academic work methods and professional activity standards. This results in the formation of a student as the subject of professional activity or a personality, and its professional status. The second stage is the formation of the needs in a professional activity, i.e. development of professional characteristics of the future music teacher. The third stage forms the need for creativity and innovative solution of professional problems. To put in other words, all of these stages provide for development of their creative activity as an important component of the professional and personal experience.

Sample of Research

The experimental work covered 80 full-time students. Its purpose was to identify the source of the students' creative activity, and the opportunities for musical and aesthetic education in the development and consolidation of this professionalism indicator in the future experts. The basis of the stating stage was the paper on diagnosing the identification of various indicators serving as the characteristics of structural components of the creative activity.

Instrument and Procedures

The basis of experimental work was formed by the following criteria: motivation (the parameters of which are the interest in the musical and aesthetic education, striving to penetrate into the essence of the studied musical-aesthetic phenomena and processes, and the need for novel emotional perceptions and feelings); cognitive-operational (the parameters of which are the musical-aesthetic competence, the ability to compare and analyze the musical works, the knowledge of music school repertoire, theoretical understanding of music works performed and listened to; awareness of the importance of music works in the professional development of students, the ability to navigate the musical repertoire, the ability to organize and host the music events, the ability to allocate the means of expression in a music work); formation of musical abilities (the parameters of which are the musical creativity, interpretation of music, creative imagination, improvisation in creating the musical pieces, original solving of music pedagogical problems); emotional and volitional (the parameters of which are the emotional perception of musical works, proactive finding a solution to educational problems, autonomy in the creation of

music and improvisation, emotional response to musical works); and evaluation criteria (the parameters of which are the objectivity, integrity, and practicality of the studied material).

During the stating phase of the experimental work the expression of student's interest to the academic subjects of music and pedagogical orientation was studied using the scale.

The basis of the experimental work at the formation stage was formed by the creative tasks, united by the idea of complex integrating of the subjects of musical and pedagogical training in such directions as musical and aesthetic education; active musical and educational activities and instruction to the work from the ability to play music to improvisation and creation of a wide range of musical images. The experimental work was based on the principles of forming a holistic vision of the subject studied, its role in the professional development of a future music teacher; didactic validity of a musical work for the student's individual curriculum; incorporation of music, instrumental, and educational plan for each student with a clear definition of the role perspectives of its development, clear understanding of the educational potential of the musical repertoire and pedagogical appropriateness of its use in work with students, as well as understanding the psychological mechanisms of musical and educational activities.

A variety of types of the music and teaching activities (performance of musical works, free reading from the sheet, music piece transposition, harmonization of melodies, analysis of musical works, their genre and textural variation, improvisation and author's creativity on a proposed or random subject) determined the expression and emotion, independence and originality, development of special skills, which stimulated a shift of the creative activity from a low to a higher level of expression.

The effectiveness of developing the creative activity is directly dependent on the tier organization of the musical and educational activities of students, the focus of their interest and attitudes to work as a music teacher, a complex combination of reproductive, reflective and creative nature of the musical and educational activities, the use of objective criteria for assessing the degree of detecting the students' creative activity. The correctness of the chosen areas in forming experiment and effectiveness of the program of the content-procedural side of the music teacher training was confirmed experimentally and provided a positive growth in the level of students' creative activity.

Data Analysis

The results obtained during diagnostics confirmed the assumption that an important factor in the system of musical and pedagogical training is motivation, emotional and aesthetic focus of interests, and the students' understanding of the importance of enriching their professional and personal experience is essential. The further experimental work was aimed at promoting and consolidating the interest of students to music and educational activities, the development of sustained motivation, the need for creative solution of educational problems, development of creative abilities, emotional and volitional personality traits, without which the creative activity will not be identified.

The creative manifestations of students acquire the focused, active and emotional character if the following requirements are followed during the classes:

- select the additional musical material that serves as a model of creative action and stimulates the formation of creative skills;
- use the teaching tools and methods reinforcing the creative atmosphere of the class, activity, cognitive interest of and improvisation its participants;
- complicate the creative tasks from class to class, thus providing the dynamics of the students' activity from reproductive to creative levels;
- ensure the internal interaction of the objective and methods of musical and educational activities.

The creative condition of the student and the whole student's group shall be maintained continuously and request that the creative search became a collective desire in terms of the "teacher - students" relations. The task of the teacher is to develop gradually the autonomy of students in independent judgments, objective evaluation of different points of view, encouraging the initiative, improvisation and creative imagination.

Engaging students in the purposeful, systematic, organized activities, musical and pedagogical orientation that combines the perception, performance, creation, is essential for the

development of their creative activity. Setting for the creativity in different types of music and educational activities is an important incentive for students' activity.

Results of Research.

The conducted experimental work has shown the dynamic growth of the creative activity of students from low to higher level of its detection. The purposeful and systematic musical and pedagogical training, subject to following the identified and experimentally verified set of instructional conditions of its organization provided for manageability and efficiency of the process of forming the creative activity of the future music teachers. The high level of creative activity is determined by positive motivation, strong interest and focus on music and teaching activities, expression of emotion and significant willpower, self-reliance, initiative, imagination, the ability to perform the non-standard learning tasks, as well as the availability of adequate self-assessment of one's own musical abilities and professional activities.

The organic nature of the relationship between realization of the professional and personal meaning as well as the emotional state and mood of students is the leading feature of the educational environment as a motive of creative activity of the future teachers. The educational environment should include all features that would mobilize the internal efforts and abilities of students for professional self-development, self-expression and self-assertion. This can be achieved in the event that the educational process becomes a part of the social and cultural environment in which the students work.

Important is the use of means and conditions that ensure the student's conversion from an object to the subject of learning activities, democratization and humanization of relations in the "teacher - students" relations, modernization of musical and pedagogical training, the aims of which should be the student's personality and its creative activity as an indicator of the teacher's professionalism. It is intended to provide a set of conditions for self-actualization of opportunities and abilities of each student and to add the personality-oriented nature to training. An integrated approach to the development of creative activity of the students is an integrated system of interdependent dialectical scientific and pedagogical principles, methods and tools for training their activity. The complexity in the development of creative potential of the future specialist serves as a way to optimize the whole teaching, research and training process as the basis for forming a fully developed personality.

Formation of the creative activity of the future specialist necessitates the organic unity of formation, training and education, integration, training, research and educational work within a holistic educational process.

Discussion.

Creative activity, in our view, is a complex fusion of emotional, volitional and intellectual qualities and processes. The external manifestation of activity is characterized by initiative, autonomy, emotionality, volitional, deliberate actions, awareness of human behavior and actions. The inner foundation of the creative activity is a bright individuality of the future professional that gives rise to the personal attitude to reality. The creative activity is expressed only in a specific, purposeful, creative activity, and the creative activity is always related to the search for the new ways of learning, is characterized by elements of novelty, originality, unconventional positive attitude of the future specialist to the process of musical and educational activities.

The content of creative activity as a complex personality formation is formed by all aspects of the individual's inner world, i.e. intellectual, emotional, volitional skills, habits, abilities. Therefore, the content of creative activity, in our view, is a multi-faceted structure combining the following components, i.e. motivation, cognitive-operational, emotional and volitional complex of creative abilities, as well as an evaluative component. All these components are interrelated and interdependent.

Conclusion.

Thus, the creative activity of the teacher of music is a complex personal education combining in its content the desire and willingness for internal beliefs to perform the professional proactive, innovative, independent actions in solving the tasks of musical, educational, productive activities, expressed in the ability to deviate from the template, associative thinking, emotional perception of

music and educational reality, the need for a sustained improvisation and creativity. The creative activity is expressed as a dialectical unity and combination of initiative with responsibility, diligence, self-organization, and clarity of activity, independence with discipline, productive aspects of activity with reproductive activity, creative work with standards and traditions. The degree of activity of the future specialists largely depends on the ability of implementation of communication between professional knowledge and positive-emotional attitudes as a result of formation of the personal meaning of the music teacher education in the educational environment.

The organization of students' independent activity becomes important as one of the conditions stimulating the growth of their creative activity. Involving students in the independent creative activity combining the motivation, content-operational, emotional and volitional, as well as evaluative components in its structure has a positive impact on the creative activity of students. The motivational component involves the formation of the need for formulating and solving the musical and educational activities. The content-operational components involves the development of the ability of the future music teacher to perceive the music work as a form of art, to analyze and objectively evaluate its role in shaping the creative person, to realize the need for specific knowledge of the theory and history of music in a non-musical and pedagogical issues; to master the skill of comparing the artistic means of music, to accumulate the music and aesthetic experience, which is the foundation for future creative activity of music teachers in music and pedagogical process. In emotional and volitional component of the activity the emotional stability, emotional feelings, volitional efforts, dedication, perseverance, and initiative are manifested. The evaluative component provides for practical realization of musical and educational activities, improvisation, creative approach to solving problems, comparison of the predicted and achieved results and their evaluation. Involving students in purposeful, systematic, organized activities, musical and pedagogical orientation combining the perception, performance, and creation, is essential for the development of their creative activity.

This study is not exhaustive in the problem development. The issues of developing the training programs in music and pedagogical subjects of personal orientation, determination of forms and methods of the off-class work stimulating the creativity for the future music teachers and enriching their professional and personal experience need further investigation.

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УДК 378:371.134+78

Роль творческой активности в формировании профессионально-личностного опыта будущего учителя музыки

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Аннотация. В статье исследована и обоснована роль творческой активности в формировании профессионально-личностного опыта будущего учителя музыки. Определено, что творческая активность, как сложное личностное качество, выступает условием и результатом музыкально-педагогической деятельности, который обеспечивает нестандартный подход и творческое решение профессиональных задач. Доказано, что высокий уровень творческой активности характеризуется положительной мотивацией, устойчивым интересом к музыкально-педагогической деятельности, глубокой эмоциональностью и значительными волевыми усилиями, самостоятельностью, инициативностью, яркой фантазией, способностью к нестандартному выполнению заданий, наличием адекватной самооценки собственных музыкальных способностей и профессиональных действий.

Ключевые слова: творческая активность; профессионально-личностный опыт; будущий учитель музыки; профессиональная подготовка.