



THE ROLE OF CREATIVE ASPECTS IN THE WORK OF FUTURE MUSIC TEACHERS

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Article history:	Abstract:
Received: 12 th February 2022 Accepted: 12 th March 2022 Published: 30 th April 2022	The content of creativity, its aspects, common and differences between creativity and creativity parameters, importance of creativity in pedagogical processes are discussed in the article. The value of creativity parameters in the work of future music teachers is discussed.
Keywords: Creativity, creativity, technology, parameter, motivation, aesthetics, emotional, intellectual, communicative, existential.	

INTRODUCTION

In today's rapidly developing modern globalization and the information age it is impossible to further improve education without introducing various forms of innovation in the classroom. With the development and proliferation of new technologies, it has become necessary to rethink the nature of human work. New methods and forms of work increasingly rely on the high level of knowledge of specialists, their qualifications as well as their creativity and innovation. The whole world is aware of the scale and speed of the changes taking place and understands that the only key to the future is to develop the creative and innovative capacity of individuals. Teachers should be aware of the need to maintain and improve their competitive advantage and qualification in their profession in order to be in demand as professionals.

MAIN PART

Attention is paid to the change of the trainee as a result of rapid response to changes in state educational standards, introduction of new methods and forms of work. Understanding the importance of these approaches requires a focus on the creativity of the future teacher in the professional training process. Creativity is formed from Latin "*creatio*" - "to create", "creative" - "creator", "creative", which is interpreted as the emergence of individual creative abilities. The concept of "creativity" was first used in the history of mankind in 1922 by D. Simpson. The term refers to a person's ability to abandon stereotypical thinking. Later, theoretical and practical research on creativity was carried out by J. Guilford who associated the term "creativity" with a special type of thinking - divergent thinking (from Latin *Divergere* - "division") [2,444]. Creativity is often associated with the phenomenon of creating something new that has individual or societal significance. Scientific interest in the study of creativity

can be observed in various fields - psychology, pedagogy, sociology, philosophy, economics, engineering and other disciplines.

Creativity, innovation, intelligence - these are the intellectual needs of modern society, on the solution of which depend the development prospects and efficiency of all socio-cultural and economic processes. In innovative education, creativity, self-development and creative thinking are above all important. As in all pedagogical fields, the work of today's music teacher is a complex process. It requires the teacher to always be in search of a creative style, to be unconventional, to be able to use new pedagogical and modern technologies.

The creative personality is increasingly in demand by society, and its development is known to be the subject of extensive psychological research all over the world. Modern creative psychology is multidimensional and presents many different theories, concepts, theoretical and empirical knowledge. Despite a number of important discoveries, the problem of creativity, especially the phenomenon of creativity, is still an understudied phenomenon. Thus, the search for ways to study creativity as a special mental reality, a complex psychological phenomenon, is an urgent issue of our time.

The meaning field of the concept "creativity" is wider than the concept "creative potential", "creative orientation", because the phenomenon of creativity has potential and active forms. A creative person is a person, who realises his or her creative abilities in innovative achievements. Creativity is an integral part of creativity. The difference between the concepts of creativity and creative orientation is that the former is related to intellectual development, while the latter is based on a type of activity that promotes creative thinking.



- Creativity is performance-oriented, creativity is the motivational side of creativity;

- Creativity is a process characterised by the ability to manifest itself in any type of activity, and creativity is a permanent property of the individual;

- Creativity is a constructive activity that creates innovation, creativity is the highest level of intellectual thinking activity;

- Creativity - activity aimed at obtaining new results, creativity - readiness to create new products of social significance [6,5].

Thus, the functional foundations of the concepts of "creative orientation", "creativity" and "creativity" are as follows:

1) Structurally - directionality, creativity will be connected with the subject of activity, creativity - with the decision taken by thought.

2) Activity - creative orientation, if it comes from creativity itself, creativity comes from thinking process. It should be noted that the future teacher's readiness for creative activity is connected with the presence of self-consciousness as a creative person, creative activity, independence, knowledge, abilities, skills, knowledge, experience of work process organization. For example, V.A. Slaven considers creative training as "a decisive sign of future teacher's professionalism" [7, 224].

Based on the analysis of the literature it can be understood that the psychological structure of creativity includes a system of creative parameters and is a unique combination of motivational, intellectual, aesthetic, existential, communicative parameters as well as competence parameters. The components of creativity determine the style of creative behaviour and characterise productivity, novelty, unique way of working, inclination of a person to creative changes in various spheres of life, readiness.

A music teacher should be creative and innovative in his or her search for the most appropriate ways of teaching and developing students' creative abilities. The creativity of the teacher covers different aspects of his activity: communication with the class, performing various creative exercises, work on organizing children's collectives, taking into account age and individual characteristics, optimal solution of problems of developing strategies and tactics of pedagogical activity, etc. .

It is through creativity that the child not only assimilates events of reality and behaviour in artistic form, but also transforms itself as a personality with a definite social, moral and aesthetic orientation. The sequence of stages in the teacher's creative process can be summarised as follows:

- emergence of a pedagogical concept aimed at solving a pedagogical problem - concepts about reality, methods, technologies, factors of the learning process in general, which he/she considers a problem in his/her field;

- development of thought - with the emergence of concepts, thought develops in the analysis of pedagogical processes through the necessary, unnecessary, necessary, insignificant, etc.;

- analysis, evaluation of the creative result and directing pedagogical means to it - after the creative approach, along with the analysis of its results, a certain degree of effectiveness is evaluated and, accordingly, new ideas or existing means are directed to the next creative process.

It is important to note that in going through the various stages of acquiring creativity, it is impossible to engage in creativity without encountering the essence of creativity, its aspects and various parameters. Well, therefore, in developing as a creative educator it is necessary to try to understand its essence by focusing on the psychologically different parameters of creativity that a future educator will encounter. Studying the psychological nature of creativity, T.A. Barysheva singles out the following symptom-complexes and parameters in the structure of her creativity:

- 1) Motivation;
- 2) Emotional and creative characteristics;
- 3) Intellectual parameters;
- 4) Aesthetic creative qualities and abilities;
- 5) Communication parameters;
- 6) Existential creative traits;
- 7) Competence.

Let us consider the components of creativity in the role of a future music teacher and their influence on acceleration of creative teacher formation in terms of dependence of each attribute and parameter on activity of a future music teacher:

1. Motivational parameter. Many years of scholars' analysis have shown that creativity is multifactorial and related to different types of motivation. Genetically the primary innate creativity and the interest connected with the "striving for discovery" are characterized by motivational impulses of creativity. Another type of motivation is personal growth motivation, which manifests itself in an individual's desire to realise his or her potential. Creativity itself is also a motivating source of creativity, working on the principle of "positive feedback". The creative product stimulates future motivation and activates the creative process. It can be understood that future music teacher's mobility to creative change, consciously motivated readiness, positive attitude towards creativity, need for creative



activity, creative attitude towards self and life, initiative, results, creative achievements determine motivational dimensions of creativity.

2. The parameter of emotional-creative qualities (empathy, emotionality) assumes connection of emotional processes with creativity taking into account specific functions of emotions in different kinds of creative activity (artistic, research, pedagogical, etc.). Types of creative activity are understood as pedagogical, artistic, research, etc., and in the activity of the future music teacher it is understood that he/she can develop creative sides through emotions. It is natural for a future music teacher to conduct research as a student or to manifest his creativity on the basis of his emotional characteristics in a creative approach to any kind of creativity in his teaching, which will be important in his future pedagogical work. From this we can understand that the next influential trait of a student who is able to find motivation to create is his or her emotional trait.

3. Intellectual parameters - intuition, the ability to change an event or process, analysis of the results and consequences of one's activities, in which the ability to change plays a special role.

In general, creativity is a changing human activity. The results and objects of creative change are global: development, culture, science, art, social relations and, finally, man himself. Change is the source of development, the basic law of creativity, and the ability to change is one of the key dynamic attributes in the structure of creativity. The ability to anticipate is related to higher mental functions, such as intuition, imagination, thinking activity, goal setting. In general, as long as creativity is understood as creativity, it is not difficult to understand that there will be change in the sense of originality. The importance of change and uniqueness in the work of a music teacher also depends on the teacher's intelligence.

4. The parameter of aesthetic creative qualities and abilities - the aesthetic complex of creativity includes: the ability to form creativity, a sense of style, the desire for excellence. It is necessary in any creative activity and plays a unique catalytic role in solving creative problems in both science and art.

5. The inclusion of communicative parameters in the composition of creativity is determined by the fact that work in modern conditions of innovative strategy of development of society largely depends on joint creative activity. In pedagogy, communicative-creative qualities of an individual are characterized by the ability to cooperate and the ability to stimulate the creativity of others. The external reality can limit or activate the creative abilities of a person. The creative sides of the future teacher on the communicative

parameter confirm the importance of communicativeness in creativity.

6. Existential creative traits - the wider and richer an individual's existential world, the more opportunities for creative self-realization.

7. Competence is the skills, qualifications, experience and achievements available in any field of knowledge. Creative competence, creative experience in different areas of life, and general cultural skills are necessary to integrate information into the field of creative activity.

Creativity cannot be mastered by practice, existing creativity can be developed. For this purpose *"it is necessary to identify the features of personality, to have the necessary skills, to face the problem, to create a special environment"* [5, 433]. Blind memorization and processing of information does not lead to creative development, and its creative transformation, finding a different meaning, a peculiar interpretation, formation of personal attitude to it, its significance, assessment of its effectiveness leads to the development of creative thinking and creative approach. Creative self-development of a future teacher determines the level of his/her professional development. This does not exclude creative development at all stages of a future teacher's professional training, on the contrary, creative development from the student's bench contributes to achieving the best results in future professional activity.

CONCLUSION

The future music teacher, being acquainted with different subjects, types of lessons, forms and methods of teaching in higher education, will try to apply the acquired knowledge and skills in the future pedagogical activity, creatively approach lessons, make conclusions for him/her. At the same time it is necessary to help the teacher to develop the skills of creative approach in each process, effectively and simultaneously increase the creativity of the most necessary skills during the student's period.

In general secondary education music lessons, the teacher plays a leading role in shaping the students' music competences, and creativity plays an important role in this.

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