

TRAINING OF FUTURE TEACHERS OF MUSIC IN PROFESSIONAL AND PEDAGOGICAL CREATIVITY

The article discusses the basic components of professional culture of future teacher of music art and disclosed the following conditions are required to deepen his professional capacity in higher education institutions, among which are: to provide students with the professional and theoretical knowledge; strengthening humanitarian and humanistic orientation all academic subjects; the introduction of special training courses, contributing to the formation of professional culture; to provide students with the relevant bases of practice; creation of a favorable moral-psychological atmosphere in higher education; the introduction of new technologies in the educational process; implementation of socio-pedagogical monitoring as a system of diagnostics of processes of formation of the components of professional culture.

Key words: future teacher of music, professional-pedagogical creativity, professional skills, professional culture, identity, creative individuality.

Statement of the problem. LED advancement of education, declared the National program „Education” (Ukraine of the XXI item), National doctrine of development of education, Government program „Teacher”, to a great extent depends on position of teachers, their readiness, to perception and realization of innovations which take place in the context of reformation of elucidative industry on the modern stage.

Modernization of the system of education, optimization of mechanisms of management, introduction of the newest information technologies, application of modern facilities of studies with the purpose of subsequent perfection, educational-educate to the process, claims of humanism paradigm require from the teacher of detailed psikhologo-pedagogical preparation, high level of general formed, acquisition of the special professional knowledges and abilities.

At the same time an address to modern realities certifies a presence in preparation of future teachers rows of contradictions, which brake the proper (both semantic and procedural) realization of this process to a certain extent. Most substantial from between them is: contradiction is between the new type of professional activity of teacher, which is characterized prevailing of personality orientation of pedagogical thought and withstand model of trade education, oriented mainly to the

„traditional” paradigm of pedagogical activity; between; between one-sided zorientovanistyu of pedagogical education on the increase of its scientific „character”, filling with the far of new disciplines, and by the awareness of that pedagogical education can not be limited only mastering of scientific principles of activity, but foresees development of teacher, his professional world view and mentality, motivations between a necessity introductions of educational technologies, which are based on diyal'nisnomu, to situatioonal personality approaches and by impossibility to attain it due to providing to situatioonal personality approaches and by impossibility to attain it due to providing of future teacher only by the certain volume of information; between a necessity operatively to react on the permanent changing which are pulled out in relation to personality and individually creative to potential of subjects of educational process and discretely local by character of a withstand system of preparation of teacher; between the general conceptual level of modern pedagogical science with the brightly expressed tendencies to the mizhdisciplinarnogo synthesis, integration of scientific knowledge, and actual state of theory of pedagogical education [1, s.76-77].

One of methods of overcoming of the outlined contradictions, update of looks, on essence of educational process in higher pedagogical establishments there is transference of attention on pedagogical trade and correlation with pedagogical creation.

The article aims to consider the basic components of professional culture of future teacher of music art and reveal the following conditions are necessary for deepening his professional capacity in higher education institutions.

The main material. A problem of pedagogical creation is not the generation of segodennya. Find its echo in work of research workers of the pas. Say, Ya.mamontov yet in 20th the XX item suggested to determine a pedagogical profession as one of varieties of the creative calling and acknowledge after every teacher a „right on the individual educate ideal”. Absence of such ideal, he considered, „deprives pedagogical activity of syntheses and converts it into handicraft studies”. It is therefore necessary, „that an educate ideal was individual, that he with an organic necessity bloomed from the face of teacher, but not mastered a mechanical way. Only such ideal exposes to rays life-giving light every pedagogical act, and every other - which he was not remarkable in itself - will always be only a callous, cold mask on pedagogical face” [4, s.9].

Adding criticism of research workers, which adhered to the looks to pedagogical activity as on a domain metodiko technical by knowledges, abilities and skills, Ya.mamontov marked that for new school initiative, creation, is needed also, natural capabilities are certain. Developing conception of the pedagogical calling, a researcher offered the new type of teacher, basic qualities of which determined: wide love of freedom - service only to those tasks which arise up for it, ability to see the activity in the prospect of „large creative panorama”; innovation, fight against pedantry and conservative; permanent self-perfection is a stay in a role of „eternal student”; gromadyanskist' and democraticness.

Today in scientific labours from pedagogical creation questions are affected in relation to interpretation of essence of this phenomenon, aims of realization; creative nature of pedagogical labour, pedagogical intercourse opens up; criteria, levels, mechanisms of pedagogical creation, are grounded; the algorithms of creative processes are developed at determination of creative individuality, sub'ektnosti teacher, individual style of pedagogical activity, as major pre-conditions of overcoming of stereotypes, standardization, in pedagogical labour.

These questions purchased comprehensive illumination in labours of F.Gonobolina, I.Dmitrika, I.Zyazyuna, N.Kichuk, N.Kuz'minoy, V.Slastenina, R.Skul'skogo et al. The detailed analysis of concept „pedagogical creation” is carried out N.Kichuk. In opinion of doslidnici, in the conditions of modern school, „when the functions of teacher very became complicated, pedagogical creation must become a line each ... teacher” [3, s.20].

On the basis of generalization of ideas on this issue an author selects the specific features of creative labour of modern teacher, de bene esse uniting them in socialprofessional groups.

To socially meaningful descriptions of pedagogical creation N.Kichuk takes it social conditionality: humanism, directed on „awakening” in personality of the best lines and qualities: subjective freedom of choice of actions, which „develops sense of the personal responsibility and instrumental in getting up of teacher on social, personality, professional levels”; immanentno peculiar requirement in permanent self-examination, to the self-appraisal of professional labour, gravitation, to the innovations and propensity to the innovations; lines of research, creative generalization of the labour.

Features which appear in their spresovanosti in time belong to professionally meaningful, to predefined a necessity „immediately to operate, and at the same time to the relative remoteness of consequences”; spivtvorchemu character in relation to a subject – object of pedagogical activity; to the orientation on achievement only of positive consequences; to publicness of professional labour; to the conditionality by professional knowledges which purchased personality maintenance. And it is here noticed that with socialprofessional features pedagogical creation foresees both general and specific, character of teacher, confluence of which appears in its orientation, knowledges, capabilities, abilities traits [3, s.33].

R.Skul'skiy understands under pedagogical creation of teacher such variant him pedagogical activity, which provides at really accessible level: 1) maximally possible in every concrete case results of decision educational-educate tasks which stand before modern school, at the rational expenses of working hours, own efforts and efforts of students; 2) continuous growth of general and professional culture of teacher, him active searching activity, directed on the increase of efficiency educational-educate to the process [8, s.22].

It is thus marked that it is expedient to „consider the not novelty of created pedagogical model of educational process them, but measure of its identity the optimum variant of studies the substantial sign of pedagogical creation and his criterion, that to the variant, to better in all adjusted to the concrete terms” [8, s.25].

Group of authors (I.I.Shevchenko, V.Krasovskiy. I.Dmitrik), obgruntovuyuchi concept „pedagogical professional creation”, mark that this description foresees the presence of such professionally pedagogical qualities, as: pedagogical objectivity, activity, scaleneness, purposefulness, integrativnist', complexity, system, perspective, prognostichnist', historical method, political apathy and others like that; pedagogical erudition, whole laying-on, optimism, and and others like that.

In other words, pedagogical creation is „optimum realization of the LED constructions, models of teaching activity, on the basis of social order and logic of development of pedagogical science”. It is added to it, that a pedagogical process is always creative, in fact terms, tasks and facilities of influence of teacher, possibility of perception of students, can coincide never. Therefore it and always „creative, unique process of influence on personality which studies and educated” [7, s.34].

In the process of professional pedagogical preparation research of L.Mil'to is devoted the problem of forming of creative individuality of future teacher [5]. On the basis of analysis of philosophical, sociological, psychological, pedagogical literature of doslidnicya selects a rich in content side individuality (internal plan) of teacher.

Individual original combination of properties of different hierarchical levels belongs here, at first: biochemical, morphological, physiology, properties of temperament; secondly, unique, unique result of individual activity relations of teacher: professional consciousness, individual experience, valued orientations, awarenesses of the duties, as a teacher; efficiency of pedagogical activity, authority. A formal side (external plan) is made povedinkoviy, operation technical displays of „plan internal”. He appears in the form of individual style of pedagogical activity, and individual style of pedagogical intercourse [5].

Wide confession is today acquired by an idea that modernization of modern higher pedagogical school must line up on principles system, kul'turologichnogo, osobistisno-diyal'nisnogo and individually creative approaches. From positions of approach of the systems all links of pedagogical education must maximally stimulate in active voice of basic structural all of the tools of personality of teacher in their unity.

Kul'turologichniy approach is required by creation of pre-conditions for self-determination of future teacher in a culture, in particular in to professionally pedagogical to the culture, by the basic components of which gnosiological, humanism, communicative, educational, normative, informative. A gnosiological component stipulates the methodological, research, intellectual culture of teacher. Humanism - moral, humanitarian, spiritual; communicative - culture of intercourse, vocal, reflektivnu;

educational - didactics, methodical, ecological, economic, physical, aesthetically beautiful; normative - legal, administrative; informative - diagnostic, innovative, computer culture. Realization of osobistisno-diyal'nisnogo approach foresees a design in the process of professional studies and education of students of zavdannevoy structure of pedagogical activity. Individually creative approach, overcoming mass genesial character of modern pedagogical education, destroys him on a personality level, provides an exposure and forming for the teacher of creative individuality [2].

Application of the outlined approaches in the real pedagogical process allows a teacher to become an active subject which will realize the method of vital functions in professional activity, finds out a willingness to determine a task, undertake responsibility for their decision, capacity for normotvorchesti, output outside the set models of professional conduct. That, speech goes about such level of the „internal determined activity, on which a specialist appears able to operate regardless of partial situations and circumstances which arise up in his biography, create these circumstances, produce strategy and tactic of own professional activity” [1, s.78].

Orientation on development of student as personalities, individualities and active subject of professional activity, can be realized only on humanism democratic principles of pedagogical activity of teacher of higher school. It needs orientation of higher education on personality development of future teachers, when educational activity gains character dialog, collaboration, spivtvorchesti, in which a vzaemozacakavleniy exchange prevails by personality senses and experience of teacher and student.

Realization of these tasks provides for: - waiver of grant the students of the prepared truths, but accenting of attention on the use of methods which stimulate their independent cognitive activity; it is bringing in of future teachers to creative research activity; - orientation on a dialog with students, general constructing educational-educate to the process which is based on their vital experience and interests.

It is for this purpose necessary: - to provide a transition from in detail centred to the personality oriented paradigm of higher pedagogical education; - to line up the methodical paradigm of dialogic studies (original „communicative diskursu”); - to lean against subjective experience of students, maximally to use him in to educational-educate process of higher school; - to inculcate interactive forms and methods organizations of educational activity, which stimulate active independent cognitive activity of future teachers, assist development in them of creative capabilities.

In a narrow value under the professional culture of personality it follows to understand the system of knowledges, abilities, skills and capabilities, which possibility of implementation of those labour operations and actions which are necessary in the certain sphere of professional activity appears due to. That speech goes about the necessary instrumental level of providing of labour. In such understanding professional and moral culture examined as component components of personality

culture of professional. However, regardless of understanding of concept, we can draw conclusion, that a high moral culture is necessary quality of professional in the context of humanism development of society. Exactly it is basis for enriching of spiritual constituent of that or other professional sphere, increase of spirituality of society [6, s.47].

Analysis psikhologo-pedagogical researches testifies that on the whole under professional trade it follows to understand the complex of the special knowledges, abilities and skills, owning which the specialist of certain type of labour becomes a technician, professional. It costs to mark that both the features of profession and other factors influence on forming of professional culture of future specialist. Among them it is possible to select the general culture of future specialist.

Not only influence of general culture of specialist takes place on his professional culture, but also vice versa is influence of the last on the culture of him the riznoplanovogo intercourse out of production sphere. Zagal'nokul'turna preparation, which includes for itself the study of history, economy, right, sociology and political science, foreign language, culture of speech, and others like that, is foundation for the professional becoming. It is considered that forming of general culture of conduct is on the whole carried out in a monogynopaedium. However played an important role in forming of professional culture is by educational establishments, which create terms for the professional becoming, development and self-realization of personality. In fact, to the factors of forming of professional culture of specialist it follows to take and culture of educational establishment, where a student gets theoretical knowledges in the chosen sphere of professional activity, and culture of organizations, where production practice prokhodit'.

Conclusions. Fully obviously, that requirements to the modern teacher must answer the necessities of segodennya and provide for: high professionalism is in a select sphere; innovative character of thought and readiness is to the changes. At the same time a highly skilled specialist must own basic ethics norms and rules of conduct in business relationships. It is at the same time necessary to develop and socialpsychological skills of activity of future specialist, which must be based on knowledge of principles of forming of organizational culture, realization of principles of development of social relations, traditions, consuetudes. In fact spirituality, culture, intelligentsia is the inalienable constituents of professionalism of future teacher, especially when his activity is related to the people.

Consequently, the predictable by us model of professional activity of teacher can consist of such professionally personality components:

- communicability;
- a persistence, decision, confidence, is in itself;
- creative thought, activity and initiativeness;
- responsibility, demand, ingenuity;
- social boldness, decision;

- will-power, emotional stability.

To our opinion, it far not all qualities which a modern teacher must own. In the professional becoming of specialist of any industry near-term attention must be spared the questions of ethics literacy. Will mark that for forming of professional culture of personality of future teacher and deepening of it professional potential such terms are needed in higher educational establishments: providing of students professional and general theoretic knowledges strengthening of humanitarian and humanism direction of all educational objects; introductions of the special educational courses, which will be instrumental in forming of professional culture; providing of students the proper bases of practices; creation of favourable morally psychological atmospheres in higher educational establishment; introduction of the newest technologies in educational-educate process; introduction of the socialpedagogical monitoring as systems of diagnostics of processes of forming of components of professional culture.

Consequently, preparation of future teacher can be computer-integrated as certain strategy which will be realized on the basis of the followings principles: to unity of socialmoral, zagal'nokul'turnogo and professional development of personality of teacher; account of tendencies of modernization of modern general school and LED character of pedagogical education; humanizing of pedagogical education, relation, to the student as to the subject of intercourse, cognition, social creation; orientations are on creative activity; providing differentiated and individually creative to going near preparation of future teacher; to democratization of pedagogical education, which foresees development of activity, initiative and creation of participants of pedagogical process.

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