

PEDAGOGICAL CONDITIONS AS AN APPLIED PROBLEM OF PERSONAL CREATIVE SELF- REALIZATION IN MUSIC EDUCATION

CONDIÇÕES PEDAGÓGICAS COMO PROBLEMA APLICADO DE AUTO-REALIZAÇÃO CRIATIVA PESSOAL NA EDUCAÇÃO MUSICAL

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Abstract: The article defines the basic concept of research in line with the methodology of personal-activity, cultural and acmeological approaches. A system of pedagogical conditions for the creative self-realization of the individual in additional musical education through song and instrumental art has been developed and implemented. to create a scientifically substantiated model of the pedagogical system of additional musical education as a means of creative self-realization of the individual. The possibilities of a monographic method for studying the features of the process of creative self-realization of a person in additional musical education are revealed

Keywords: Higher education. Education system. Musical education. Creative self-realization of the individual.

Resumo: O artigo define o conceito básico de pesquisa em consonância com a metodologia da atividade pessoal, abordagens culturais e acmeológicas. Foi desenvolvido e implementado um sistema de condições pedagógicas para a auto-realização criativa do indivíduo na educação musical adicional através da canção folclórica e da arte instrumental. criar um modelo cientificamente fundamentado do sistema pedagógico de educação musical complementar como meio de auto-realização criativa do indivíduo. As possibilidades de um método monográfico para estudar as características do processo de auto-realização criativa de uma pessoa em educação musical adicional são reveladas.

Palavras-chave: Ensino superior. Sistema de educação. Educação musical. Auto-realização criativa do indivíduo.



1. Introduction

The relevance of the study is due to the tasks of developing an innovative society in Ukraine, increasing the role of human capital, the creative potential of each person, his ability to creative self-realization in various types of socially and personally significant activities.

In modern studies of the problem of man, his essence and integrity, there is a growing interest in the study of such processes and phenomena that reveal the internal factors of the development of human potential and its self-realization: self-development, self-esteem, self-regulation, self-consciousness, etc (Keller, J., & Kesberg, R.,2017). These phenomena reflect the systemic quality of a person, his self, are included in the personality structure and are associated with the possibility of transition from education to self-education.

The most favorable conditions for the creative self-realization of the individual are in additional education, the main functions of which are culture-forming and developing, above all, the creative potential of the individual (Jiang, X-R., Du, J-J., & Dong, R-Y,2017). Additional musical education allows students to engage in various types of creative activities and contribute to the development of the musical and creative potential of their personality (Keller, J., & Kesberg, R.,2017). The question of the pedagogical conditions for the creative self-realization of a person in additional music education has not been sufficiently studied in relation to such educational institutions as a pedagogical college and a music school in comparison.

Additional education is considered in the study as one that students in various types of educational institutions receive at their own request, in addition to the basic, compulsory one. Students receive additional musical education in a music school in addition to general education in a general education school. Pupils (students) receive additional musical education in a pedagogical college in addition to secondary vocational education outside of school hours. Additional music education in college is not included in the curriculum and is not required.

Additional musical education is aimed at the formation of musical culture as an integral part of the general culture of the personality of a growing person (Sternberg, 2017). A special role in this process is played by folk musical creativity, musical folklore as a traditional type of artistic culture, combining the collective experience and individuality of performance, utilitarian and aesthetic values, elements of various types of folk art (syncretism), universal ways of human interaction with the outside world and locality. folklore, its connection with regional ethno-cultural zones (Mancini, G., Mameli, C., & Biolcati, R., 2022). The multifaceted features of folk musical creativity create favorable pedagogical conditions for the implementation of the

developing and culture-forming functions of additional musical education, which can become a productive pedagogical means of creative self-realization of the personality of a growing person.

The relevance of the study is determined by its focus on resolving the existing objective contradictions between:

- the increased need of society to form in the process of education a person capable of self-realization of his creative potential in socially and personally significant activities, and insufficient development of the problem of creative self-realization of the individual in pedagogical research, including those reflecting the field of additional education;

- awareness by teachers of the role of additional music education as a means of creative self-realization of the individual and the lack of development of pedagogical conditions that ensure the implementation of this role, as well as developing and culture-forming functions in the process of realizing the musical and creative potential of students.

Thus, the research problem lies in the development of theoretical and practical foundations for creating a system of pedagogical conditions for organizing additional music education for the purpose of creative self-realization of the individual.

The theoretical and methodological basis of the study was:

- ideas of the integrity and "selfhood" of a person, reflected in fundamental works on philosophy, psychology, acmeology, pedagogy, and revealing the essence of the phenomenon of self-realization of the individual (Huhn G. Kreativität und Schule,1990), (Reizenkind, 2002);

- positions of systemic, personal-activity, cultural and acmeological approaches in pedagogy (Bondarenko, 2013), (Baron, 2012) and others;

- Fundamentals of aesthetic education and polyartistic education (Sternberg, 2017);

- theoretical foundations of creative activity and development of the creative potential of the individual in the process of education (Ivanchenko,2004);

- principles and methods of musical pedagogy in the context of the study of folk music (Freudenberger, 1975);

- the concept of additional education that implements developing and culture-forming functions as a priority (Jiang, X-R., Du, J-J., & Dong, R-Y,2017);

- modern approaches to the creation of pedagogical conditions for the development of personality in the process of education (Keller, J., & Kesberg, R.,2017).

The purpose of the article: theoretical substantiation of the system of pedagogical conditions for the creative self-realization of the individual in additional music education.

Object: musical education in the field of folk art.

Subject: the system of pedagogical conditions for the creative self-realization of the individual in additional musical education in the field of folk art.

Research hypothesis: the system of pedagogical conditions for the creative self-realization of a person in additional music education can become productive if:

- theoretical substantiation and development of this system of conditions will be based on the methodology of systemic, personal-activity, cultural and acmeological approaches;
- the practical implementation of this system of conditions will be accompanied by the design of a pedagogical system of additional music education, which ensures its developmental and culture-forming functions;
- the content of additional education will be folk music as a synthetic art form that opens up many-sided opportunities for creative self-realization of students' personalities;
- a monographic method of studying the process of creative self-realization of a personality will be used, revealing the individual characteristics of the development of the musical and creative potential of students.

2. Methodology

Theoretical analysis of psychological, pedagogical and musical literature on the problem of research, its generalization, definition of basic concepts, modeling, establishment of initial conceptual positions; pedagogical experiment, pedagogical observation, questioning, testing, collection and processing of diagnostic results, monographic method.

3. Results

- Musical education becomes a productive pedagogical means of creative self-realization of the individual when a system of pedagogical conditions is created that provides a set of developing and culture-forming functions of this education by integrating educational and creative activities, educational and musical and concert activities, folk song and instrumental art with self-developing activities of students. The acmeological approach to the organization of music education acts as a leading pedagogical condition, which is expressed in the teacher's orientation towards self-development and motivation of students' creative achievements.
- The system of pedagogical conditions for the creative self-realization of a personality in music education is built on the basis of a structural-functional approach and includes two groups of conditions identified on different functional grounds. In this case, the same condition can

perform different functions. The first group consists of conditions that perform the functions of ensuring the organization of music education as a pedagogical system and a means of personal development in the process of this education. These are: organizational and pedagogical conditions (creation of a pedagogical system of music education, integration of basic and additional education, types of activities of students and types of folk musical art, individual approach and individual programs, use of forms and methods of musical pedagogy) and psychological and pedagogical (development of musical and creative potential, training in accordance with the stages of the process of self-development, the creation of a developing creative environment, acmeological and pedagogical support, the monographic method, the development of the teacher's professionalism as a teacher and as a musician). The second is the conditions that perform the functions of ensuring the success of pedagogical and musical activities based on the acmeological approach and features of musical pedagogy, which implements the cultural approach in education, the specifics of musical culture (Iasechko S., Pereiaslavskaya S., Smahina O. et al 2022). These are: general pedagogical (application of the acmeological approach, creation of a pedagogical system of music education, integration of types of education and activities, developing pedagogical communication, individual approach, acmeological and pedagogical support) and musical educational conditions (musical folklore as the content of musical education, forms and methods of musical pedagogy, development of musical and creative potential, organization of musical and concert activities, individual programs for the development of musical and creative potential, development of a teacher as a teacher and as a musician). The structural-functional approach is used as an integral part of the systems approach.

- Creative self-realization of a personality is considered as a stage of the process of self-development, including: self-knowledge - self-determination - self-change - creative self-realization - self-analysis and self-assessment. The pedagogical meaning of creative self-realization is that this stage is provided by additional musical education by creating a system of pedagogical conditions aimed at developing students as subjects of self-development and self-realization, developing their musical and creative potential and motivating achievements.
- The model of the pedagogical system of additional music education as a means of creative self-realization of the individual reflects the structural and logical connections between the goal and result of education - the development of the student as a subject of self-development and creative self-realization, the musical culture of the individual, and pedagogical conditions that provide developing and culture-forming functions of the pedagogical system.

- The monographic method in music education can be used as a way of studying and accompanying the process of creative self-realization of a personality, as a component of individual programs for the development of musical activity, revealing the general and particular in the self-realization of students of adolescence and youth.

4. Discussion

The relevance of developing the problem of pedagogical conditions for the creative self-realization of the individual in additional music education is due to the modern tasks of developing the creative potential of the individual and creating conditions for its implementation in various types of productive activities.

The theoretical analysis of the research problem made it possible to identify and define the basic concepts that formed the scientific basis of the dissertation work: additional musical education, creative self-realization, musical and creative potential, musical culture of the individual, pedagogical conditions, and others (Tsilmak, O., Iasechko, S., Poplavska, M. et al 2022).

Based on psychological and pedagogical research, self-realization is considered as an integral part of the process of self-development, as a stage in the self-development of the individual (self-knowledge - self-determination - self-change - self-realization - self-esteem).

The pedagogical meaning of the creative self-realization of the individual in additional music education is to prepare this stage in the learning process, to create a system of pedagogical conditions for the development and self-realization of the creative potential of the individual, to stimulate interest and need for creativity in any area of future activity (Huhn G. Kreativität und Schule,1990). Pedagogical results are provided by the pronounced developmental and culture-forming functions inherent in additional music education.

The research methodology is based on the interaction of systemic, personal-activity, cultural and acmeological approaches in pedagogy.

The created model of the pedagogical system of music education as a means of creative self-realization of the individual reflects the interaction of these approaches and reveals the structural and logical connections between the components of this system: the goal is the result, the content is the activity, the pedagogical conditions are the self-development of the individual.

The content of musical education is musical folklore, folk song and instrumental art, which, in combination with the forms and methods of musical pedagogy and individual training programs, creates favorable pedagogical conditions for the development and realization of the musical and creative potential of the individual (Ivanchenko, 2004). A special role is played by the organization of concert activities of students.

The experimental study confirmed the need for general basic pedagogical conditions for the creative self-realization of the personality of students in creative musical associations both in the pedagogical college and in the children's music school: integration of basic and additional education, integration of types of musical activities and arts (singing, playing musical instruments, dance, theatricalization, concert activity), the development of musical and creative potential, the application of forms and methods of musical pedagogy, the development of a teacher as a teacher and as a musician, etc.

The differences are:

- 1) in a higher initial level of development of the musical and creative potential of students in a children's music school, where children enter on the basis of selection;
- 2) in priority in the children's music school of individual training programs;
- 3) in the use of teaching methods and repertoire that correspond to the characteristics of the development of students of primary school and adolescence in a children's music school and of older adolescence and youth in a pedagogical college.

The use of the monographic method in describing the most successful students made it possible to identify common invariant components of creative individuality:

- the presence of musical abilities in specific types of musical activity (singing, playing music, writing);
- the direction of musical interests and inclinations, corresponding to the available abilities;
- a high level of development of the motivation of musical activity, its complex and sustainable nature;
- high activity in musical activity;
- a high level of development of the musical and creative potential of the individual;
- the presence of indicators of mastery of musical folk culture.

5. Conclusion

1) Music education becomes a productive pedagogical means of creative self-realization of the personality of students under a certain system of pedagogical conditions, which includes two groups:

I - organizational-pedagogical and psychological-pedagogical;

II - general pedagogical and musical educational;

2) the leading pedagogical conditions were: the creation of a pedagogical system of additional music education using an acmeological approach to its organization; building the content of additional education on the basis of musical folklore as a traditional musical culture and a synthetic form of folk art; the correspondence of the stages of education (study of musical folklore and mastery of musical activity) to the stages of self-development of the individual; individual programs for the development of the musical and creative potential of the individual; as well as the professional development of the teacher as a musician and as an educator;

3) the implementation of the system of pedagogical conditions for the creative self-realization of the individual in additional musical education in the field of musical folklore contributed to the formation of the musical culture of students, which is one of the indicators of the general cultural development of a person.

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