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В КОНТЕКСТІ КУЛЬТУРНОГО  
РОЗВИТКУ СУСПІЛЬСТВА**

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## **TO THE PROBLEM OF THE FORMATION OF ARTISTRY SKILLS IN INSTRUMENTAL MUSICIANS ABSTRACT**

*The article is devoted to the problem of improving the quality of performing artistry of future specialists in the field of musical art, which is caused by the understanding of the significance of the role of musical art as a powerful means of influencing the education of spirituality, the formation of the artistic worldview of an individual and society as a whole. Accordingly, the significance of the stage performance of instrumental musicians is increasing.*

**Key words:** *skills, artistic skills, instrumental musicians, stage performance.*

**Анотація.** *Стаття присвячена проблемі підвищення якості виконавського артистизму майбутніх фахівців у галузі музичного мистецтва, що викликано розумінням значущості ролі музичного мистецтва, як потужного засобу впливу на виховання духовності, становлення художнього світосприйняття окремої людини та суспільства, у цілому. Відповідно зростає значущість сценічно-виконавської діяльності музикантів-інструменталістів.*

**Ключові слова:** *навички, артистичні навички, музиканти-інструменталісти, сценічно-виконавська діяльність.*

The preparation of future specialists in the field of musical art for stage performance is a strong basis for the aesthetic-intellectual and spiritual-moral development of society. Since specialists in the field of musical art today actively perform educational, art-therapeutic and even spiritual-mentoring functions. In accordance with the above, the problem of training qualified specialists in this field is gaining particular importance today. Thus, institutions of higher artistic and pedagogical education face the task of developing methodical support for the process of training future specialists in the field of musical art capable of active stage performance. It is certain that stage performance is a mandatory form of professional activity of an instrumentalist musician, the main goal and incentive to realize his creative potential.

It goes without saying that a qualified professional in the field of musical art must be able to perform works of musical art in a masterly and original way, demonstrating a high level of development of skills in the artistic performance of musical works.

The word artistry comes from the French *artistique*, which translates as "artistic" (Yaremenko, Slipushko, 2008). The dictionary and reference sources provide different definitions of the concept of "artism":

- a high degree of mastery in the field of artistic, creative and aesthetic activity.
- sophistication, virtuosity;
- the ability to transform into characters of various genres to create stage images.

In the course of a theoretical review of the sources, it was found that there is still no universally accepted definition of the concept of "artism". In the writings of philosophers, artistry is interpreted as an aesthetic value and a special form of activity (Hartman, J. Maritain, J.-P. Sartre, etc.); in the bosom of aesthetics, "artistry" is understood in the context of the aesthetic function of art (M. Bakhtin, A. Guliga, A. Artaud, etc.)

In works on psychology, artistry acquires the meaning of a powerful driving force and a creative source in any field of activity. From a psychological point of view, the function of artistry consists in satisfying a person's desire for self-expression through the prism of an artistic image, liberating the spiritual nature of the individual through reincarnation and abstraction from everyday life. According to scientists, artistry is a complex phenomenon in which the activity of the subconscious, intuition, associative connections and creative imagination manifests itself, the tendency of an individual to experience new emotions and passions in an imaginary situation (by Vygotsky), thanks to which the specialist's ability to harmoniously disclosure in various situations of creative self-expression (both professionally and emotionally).

From the point of view of psychology, a skill is a mental neoplasm under the control of consciousness and developed through exercises, thanks to which an individual is able to perform a certain action rationally, with due accuracy and speed, without unnecessary expenditure of physical and neuropsychological energy. Skills, along with knowledge and skills, are a means of mastering any activity. The relationship between these components is ambiguously interpreted by psychologists: some researchers believe that skills precede skills, others believe that skills arise before skills. In our study, we accept the interpretation of the concept of "skills" as actions, which are formed through repetition and are characterized by a high degree of comprehension and the absence of elemental conscious regulation and control. In turn, we understand the concept of "action" as a part of activity that has a clearly defined conscious goal.

Perceptual, intellectual and motor skills are distinguished. The process of skill formation involves the determination of their components and such mastery of the operation, which allows to achieve the highest indicators based on the improvement and consolidation of connections between components, their automation and a high level of readiness of action for reproduction. The following factors influence the formation of skills: a) motivation, learnability, exercises, progress in assimilation, reinforcement, formation as a whole or in parts; b) the student's level of development knowledge, skills, method of explaining the content of the operation, feedback - that

is, everything that contributes to the understanding of the content of the operation; c) the completeness of the clarification of the content of the action, the gradualness of the transition (the amount of jumps) from one level of mastery to the next according to certain indicators (automation, internalization, speed, etc.) (Lisovska, Ryzhova, 2017). Different combinations of the mentioned factors create different pictures of the process of skill formation.

In praxeology, as a science of professional activity, the concept of "professional and practical skills" is distinguished, which are necessary for future professional activity. Skills in art pedagogy are usually interpreted as simply stereotypical repetition of past experience, trained, automated actions. But there is a concept of "creative skills" as a synthesis of properties and character traits of a person, which characterize the degree of their compliance with the requirements of a certain type of creative activity and which determine the level of effectiveness of this activity.

So, the research assumes that artistic skills can be attributed to two categories - to the category of creative skills, which are based on the creative abilities of a person and are the driving force of his creative activity; and the category of professional (specialist) skills - special actions related to knowledge of fundamental and special disciplines, acquisition of practical training, which allow to respond as effectively as possible to new challenges in professional activity, and therefore they are understood as the basis for achieving success in the professional field.

Thus, within the framework of our research, the concept of "artistic skills" is understood as an important component of the process of transmitting artistic information and the most important means of communication between the performer and the audience. The problem of the formation of artistry skills in instrumental musicians is widely presented in the scientific and methodical literature on instrumental music making. For example, in the works of I. Yergiev, artistry skills are interpreted as "...the ability of a musician to act according to the logic of the content of a musical image, to change the state of emotional tension, to reproduce the dynamics of changes in emotional experiences by means of musical and performance expressiveness» (Yergiev, 2012).

Summarizing the views of scientists, teachers and performing musicians, we can conclude that a high level of performing artistry is achieved with the development of performing technique, emotional and perceptive activity and spiritual and cultural awareness of the musician.

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