

**THE ESSENCE AND COMPONENT STRUCTURE OF THE  
CREATIVE SELF-EXPRESSION OF PROSPECTIVE MUSIC  
TEACHERS IN THE PROCESS OF PERFORMANCE AND  
INSTRUMENTAL TRAINING**

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**Abstract.** *The article deals with the problem of developing of prospective music teachers abilities for creative self-expression in the process of performance and instrumental training. Creative self-expression is defined as the process of students' implementation of their special artistic and interpretative abilities, knowledge and skills, which is conditioned by the desire for self-realization, actualization, discovering and affirming their creative potential in the course of musical and performance activity. Structural components of this process are: motivational and axiological, cognitive and search, communicative and interpretative, reflective and productive.*

**Keywords:** *self-actualization, self-realization, creative self-expression, prospective music teacher, performance and instrumental training, the structure of creative self-expression.*

In the context of political and socio-economical reforms in Ukraine and China there are new demands set to the musical and pedagogical education, which can be realized through educating not just specialists, but individuals having a number of qualities necessary for effective self-actualization and self-realization in professional activity. Therefore, the problem of students' self-expression in the course of musical training at pedagogical university, in particular, in the process of performance and instrumental training comes to the fore.

The quality of prospective music teachers training largely depends on the level of actualizing their development of artistic and performance mastery, interpretive abilities, knowledge and skills for the purpose of independent and original expression – creative self-expression, personal and professional interpretive experience, artistic and creative potential .

Methodological bases of the problems of personal creative self-expression can be found in the ideas of existential and humanistic philosophy of M. Bakhtin, N. Berdiayev, A. Kamiu, J., Sartre in the context of the uniqueness of each individual, his natural self-improvement and self-actualization needs. The issue of human needs for self-actualization and self-expression is considered by humanistic psychology (S. Buller, A. Maslow, K. Rogers, V. Frankl and others.) and pedagogy (I. Bech, E. Bondarevskaya, B. Gershunskyi, I. Zyazyun, N. Kichuk, V. Radul, S. Sisoyev V. Slastionin, G. Shevchenko) as a

“meta-need” spiritual need and the value of the highest level, whose actualization enables implementing of personal destination.

The field of music pedagogy has accumulated considerable experience in the formation and development of skills and abilities that contribute to artistic and creative self-expression of musical and pedagogical faculties of pedagogical universities students. According to such scientists as O. Aleksyuk, A. Zaitsev, A. Rostovskiy, O. Rudnitskaya, G. Padalka, N. Segeda, M. Tkach, self-expression allows prospective specialist to demonstrate, develop and implement in the process of musical learning his artistic and creative individuality, personal professionally important goals and values. This phenomenon is equated by researchers with the vector of individual development, aimed at maximum realizing his creative potential in the process of artistic and educational activity.

Thus, the problem of personal self-realization and self-expression was investigated by many scientists, in particular in the field of musical and pedagogical education. However, until now the definition of the nature of the structural components of prospective music teachers creative self-expression, particularly, in the course of performance and instrumental training requires further clarification, and this is assumed to be *the aim of this article*.

Theoretical analysis of the problem of the individual creative self-expression shows that the idea of the phenomenon studied evolved within humanistic psychology relying on philosophical views of scientists, such as Sh. Buhler and V. Soloviev, who studied this phenomenon, identifying it with the concept of “self-actualization”, and defined it as the human need for the creation of a life filled with senses and motives, in order to achieve certain goals.

Ideas of self-actualization have their origins in the studies of K. Goldshtein, A. Maslow, K. Rodgers, V. Frankl. Psychologists considered it as a fundamental process in every organism, which can lead to both positive and negative consequences for the individual. The need for self-actualization, according to A. Maslow, is located on the top of the hierarchy of human needs, although it exists in close connection with other needs [4]. According to V. Frankl, this phenomenon “is not the final destination of man It is not even his primary desire. If we turn self-actualization into a goal in itself, it comes into conflict with the transcendence of human existence ....” [3, p. 110].

In modern foreign psychological theories in the context of self-expression problem they are elaborating the most actively and deeply an aspect related to the definition of the psychological characteristics of self-actualizing personality in the process of self-realization, in particular, in their professional activity.

The majority of psychologists (K. Abulkhanova-Slavskaya, G. Ball, I. Bech, S. Rubinshtein, V. Slobodchikov, T. Titarenko, etc.) understand prospective teacher as the process of transition of potential characteristics an

individual as a professional to the actual ones. This transition is carried out both during the performance of professional activity, as well as during preparing to it.

A study of pedagogues' research (B. Gershunskiy, I. Kolesnikova, G.Chernyavskaya) of the problem of personal professional self-realization leads to the conclusion that in the centre of educational concept there is a presence of the ability to self-expression – self-revealing, discovering one's unique essence, as well as in the center of educational concept of subject's self-realization, to self-discovery, as well as to determination of personal professional growth directions and means. That is, self-expression is a way of personal self-realization.

Analysis of the psychological and pedagogical research devoted to the problem of human self-expression, enables determining the sense of this phenomenon. In the scientific literature it is considered from two perspectives: as outer traits of the individual and as a personal demonstration of his intrinsic characteristics, determined by certain feelings, beliefs, abilities, attitudes, capabilities, ideas about oneself.

Ye. Zinchenko argues that self-expression is “the totality of all external manifestations of the subject aimed at an adequate realization of his ideal world” [7, p. 62].

This opinion is shared by K. Abulkhanova-Slavskaya. In her opinion, self-expression is “a process through which a person realizes himself as a person in the activity, communication, in the solution of vital problems” [1, p. 53].

According to N. Romanova and A.Filippov, personal self-expression is a desire and an intention to show the others one's inner feelings, beliefs, attitudes. N.Chanilova and W. Shkel complement the definition considering the phenomenon an to be a man's ability to the fullest manifestation of existing and potential possibilities, one's self-images which are acquired and obtained in the process of selecting oneself from society. And identifications connected with them, the human ability to the fullest manifestation of its existing and potential opportunities, representations of themselves, which are defined and absorbed in the process of allocation itself from society and identification with him, aimed at qualitative change of his personality, other people, surrounding world.

So, most researchers in the field of psychology and pedagogy defines self-expression through the external manifestations of personality, which are conditioned by the presence of goals to provide information about themselves, their individual and personal features to other people.

K. Rogers in his studies emphasizes that it is creative activity, given by the internal development of the human personality that contributes to self-realization. This statement is valuable for our research, and we consider it true

regarding the process of creative self-expression, including that of prospective music teachers.

It should be noted that in educational studies, revealing the peculiarities of prospective music teachers special training, the concept of “creative self-expression”, despite its common usage, has been poorly developed.

Thus, Zhang Yanfen considers the phenomenon of the prospective specialist’s need for self-expression in the course of the creative singing activity as one of the most important motives for regulating the professional activity.

Student’s creative self-expression of, according to L. Bulatova is a complex entity that combines the process of musical and pedagogical activity and the result of the development, the manifestations of the inherent and acquired artistic and creative characteristics, abilities, as well as reveals the creative potential that is manifested itself in the specific knowledge, skills and values-based orientations of prospective music teacher.

Scientists in the field of musical pedagogy note that creative component is that particular facet that distinguishes specialty of music teachers from other specialties. This component provides in the process of classroom and extra-curriculum work the use methods of developing students creative abilities, proficiency in artistic and pedagogical improvisation, composition and director skills, elements of acting, developed figurative thinking and skills of expressive and emotional interpretation of the pieces of music.

Since the first steps of their professional growth, prospective music teacher firstly, learns to express his individuality through the interpretation of musical works, in particular, in classes of performance and instrumental training.

Drawing attention to the peculiarities of performance and instrumental training of students in the context of the problem stated, we note that in the process of prospective specialist’s creative activity, which results in a creative interpretation of musical works, his personal characteristics are manifested, and the interaction with the piece of music acts as a catalyst for performer’s personality transformation – his professional self-actualization.

The presence of formed special and professional knowledge, performance and instrumental skills in students determines the activity of the prospective music teachers creative self-expression in the process of musical performance. That is, the formation and further development of the phenomenon under study is associated with the presence of students’ need for special abilities, the emergence of new motives, aspirations and meaningful interests.

Focusing on the ideas of personal self-actualization by A. Maslow and K.Rogers [4; 5] prospective music teacher’s creative self-expression is considered in the article from the standpoint of the phenomenological approach as a complex, unique and multi-faceted phenomenon, which is characterized by

a particular motivational state of pedagogical university students in the process of performance and instrumental training.

According to S. Rubinshtein, self-realization is the main motive of independent activity. Moreover, the stated phenomenon is not self-centered, but true, that is, it implies facilitating others' self-actualization. Thus, self-actualization assumes responsibility for one's actions, solutions, words, teaching, and then for one's future professional realization. [6] We believe that these statements concern prospective music teachers creative self-expression as well, that is, the phenomenon under study can be considered as the basic motive of independent performance and instrumental activity. Motivated creative self-expression activates, directs and regulates the formation of a competent professional in the field of art education.

Thus, the structure of prospective music teachers creative self-expression includes *motivational and axiological* component which reflects the stability of creative self-realization motives; readiness for successful creative self-expression in the process of performance and instrumental training; desire to practically implement own artistic and creative ideas; awareness of the importance of the creative music and instrumental self-expression for future professional activity.

The second component of the structure of prospective music teachers creative self-expression is *cognitive and search* component that demonstrates the effectiveness and systemacy of musical and instrument knowledge. Creative self-expression is impossible without deep knowledge of the performance traditions, genres, contemporary musical and instrumental trends, methodological awareness, etc. Along with special and professional musical knowledge future specialist needs general cultural philosophical, aesthetic, social knowledge enabling to understand the basic laws of history and theory of performance and instrumental activity.

This component reflects the range of available to the students of musical and instrumental, methodological and psycho-pedagogical knowledge and skills of students facilitating creative self-realization in the process of performance and instrumental training, and finding the necessary artistic and educational information for creative solutions of the problems of musical and instrumental training.

Investigation of the issue of prospective music teachers self-expression showed that a complex of special knowledge and skills in the process of performance and instrumental training is the basis for students' professional self-realization. The result of this process is the formation of models of use and transformation of the individual psychological characteristics of future specialists as determinants of the practice of interaction with the pieces of music in creating interpretation. When interacting with the musical works prospective

music teacher does not only transforms his idea of the author's intention, but also is transformed through creative self-expression.

The aforesaid statement suggests that one of the components of the structure of the phenomenon under study is *communicative and interpretative*, which indicates the presence of the students' abilities to interact with the audience and with their results of creative musical and instrumental self-expression; skills to show themselves, carry out creative self-discovery and self-presentation in the course of performance and instrumental training; active creative transformation of artistic and educational reality during musical and instrumental activity; skills of creative use of the acquired knowledge and skills in musical and instrumental field.

Creative activity of pedagogical university students in the process of performance and instrumental training when self-expressing is determined their self-attitude, reflection and self-projecting of musical and performance goals. So, the fourth component of the structure of the phenomenon under study can be considered as *reflective and productive* component. This component reflects the ability of prospective music teachers to realize their intentions regarding the artistic self-expression in the process of performance and instrumental training, their creative qualities, as well as their importance for professional development; self-perception skills in performing creative musical and instrumental activity; ability to adequately evaluate the results of creative self-expression and to compare them with artistic and creative expectations.

**Conclusion.** So, keeping in mind all above-said, we are going to define the essence of the concept of "prospective music teacher's creative self-expression in the process of performance and instrumental training". It is a process of students' maximum realization of their special artistic and interpretative abilities, knowledge and skills conditioned by the desire for self-realization, actualization, discovering and affirming their creative potential in the course of musical and performance activity. Structural components of this process are: motivational and axiological, cognitive and search, communicative and interpretative, reflective and productive.

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**INTERACTIVE GAMES AS CONSTITUENTS OF THE TEACHING METHODS FACILITATING THE FORMATION OF THE FUTURE TRANSLATORS’ PROFESSIONAL COMPETENCE WITHIN A POLY CULTURAL EDUCATIONAL ENVIRONMENT**

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**Abstract.** *The article is devoted to the problem of efficient teaching methods aimed at the formation of the future translators’ professional competence within a polycultural educational environment. The essence of the professionally oriented training targeted to the future translators is specified; the role of interactive games within the designated training is revealed; some examples of interactive games facilitating the formation of the future translators’ professional competence within a polycultural educational environment are represented.*

**Keywords:** *future translators’ professional competence, polycultural educational environment, interactive games, professionally oriented training.*

One of the approaches to efficient training of the future translators within a polycultural / multicultural educational environment is considered to be a professionally oriented set of teaching methods and ways enabling students to have their translation practice taking into account language peculiarities of the region they are trained and reside in. The issues on the contents of a professionally oriented training intended for the future translators,