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AUTHOR'S ABILITY AS INNOVATIVE RESOURCE IN THE TRAINING PROFESSIONALS OF ARTISTIC DIRECTION

Formulation and justification of the relevance of the problem. At the present stage of globalization, in accelerated pace and rhythm of science and technology progress the problem

of the creative personality and creativity acquires a special significance. Society needs more than free, original, creative professionals-individuals capable for self-development and self-

realization, flexible thinking, touch «openness». Elaboration of ideas, plans and projects in a broad social sense, that are able to direct their creativity potential to the development of creative possibilities of the younger generation. It leads to the need to change the nature of the national pedagogical education, including artistic one, which would include not only upbringing the literate consumer of artistic values, but also the development of author's ability, the ability to become an initiate of artistic idea, to implement it in own creative activity, «to be performative – original and distinctive in its presentation outside» [6, p. 108]. These provisions reinforce the requirements for the individuals of future professionals of artistic direction – visual, musical, choreography, theater, cultural, cause the development of author's ability as professionally significant personal quality during the studying at university.

Analysis of recent research and publications. Creative activity of the future professional of artistic direction is the basis for his expression, self-actualization and self-realization. Focusing on the development of creative personality in the process of his active mastery of different types of creative activity, pedagogues point to the importance of feedback and influence on personal development, including the development of creative individuality (G. Padalka, O. Otych), the most complete disclosure of personal creative skills (O. Rostovskyy), expression of own artistic and pedagogical style and humanistic writing (V. Orlov), emotional talent and self-expression (O. Oleksjuk, O. Rudnytska), identity, inner depth and diversity (V. Kryzhko, I. Mamayeva).

Creativity under the laws of beauty, the core of which is the art, is a universal form of artistic activity. Creative activity is an activity of the future teacher of art in his personal, pedagogical and human significance, involves the integration of aesthetic and art criticism, general artistic, professional, pedagogical knowledge, their application and implementation in practice activity.

Ability is not only the availability of opportunities or the achievement of a certain level of abilities and qualities, but also their implementation in activity, in which they are developing and forming in the creation [2; 5; 11] (L. Vygotskyy, G. Kostiuk, S. Rubinstein etc.).

Studying the etymology of the term «ability», the scientists emphasize its relationship with the concept of «opportunity». O. Oleksjuk attributes the artistic imagination, intuition, inspiration technique, artistic and meditative concentration to the artistic possibilities of the individual [7], which determine the ability of a teacher to creative

regulating of relations in the students' and pedagogical collectives, and that are the basis of creative self-expression, take on special meaning in professional activity.

Ability is the achievement of bold goal (dream). It is the implementation of the project, the author of which is you; self-actualization, fulfillment own purpose, usefulness sense of yourself and your life.

In the article «From the theory of mediated activity to the theory of presence activity» V. Petrovskyy, analyzing the construct of «ability» («consistency»), singled in its sense following components: skills and motivation. The term «ability» the author comprehensively describes by the following qualities: the ability to feel happiness; feeling of success and prosperity; joy of life; own satisfaction and a desire for further progress; delight things, which you aspire to and the same way desire to things, which you are enjoying; well-being and commitment; the strength of a way and efforts to pass it. Summarizing, V. Petrovskyy defines the concept of «ability» as the unity of terms «can» and «want», as the focus of opportunities, which encourage activity, the state of active welfare [9, p. 127].

Psychological and pedagogical analysis of the process of creative activity, its internal mechanisms make it possible to state that during this activity universal personal and professionally important qualities are emerging and forming (artistic thinking, artistic imagination, creativity, ability for empathy and reflection), artistic and interpretative competencies are improved, the organic relationship of higher spiritual values and individual essential powers is performed, which are updated in their own creative activity and make the author's ability of future professional of artistic direction.

O. Oleksjuk proves the prospects of research of this problem from the standpoints of hermeneutical approach. Offering pedagogical concept of the formation of ability for creative self-realization of students of art majors at universities, academic stresses that the creative self-realization of the future professional in creative artistic and interpretative process covers all the way of individual goal, it is from the first thought about the artistic idea of the art work until its implementation – performing embodiment. It is important generalization by O. Oleksjuk that the source of self-actualization is the spiritual potential of the musician individual, which reflects the extent of updating of spiritual forces in this process [7]. This thesis fully applies to future professionals and other art forms – visual, choreography and theater.

The purpose of the article. Authors ability

as innovative resource in the training professionals of artistic direction.

The main material of the study.

Author's ability of the future art professional appears multifaceted, multidimensional, directly lies primarily in the conscious perception of art works, deep penetration and comprehension of their meaning, artistic explanation and interpretations, inspired performance and own creation.

This process involves self-realization of own powers, abilities, talents, opportunities, disclosure of all reserves of creative activity of the individual, the entire complex of individual and personal qualities, objectifying essential powers in own products, diverse social activities, leading to the transformation of the individual into the subject to own life and profession. So the dialectical of development of the individual of future professional is turned in such way, as giving yourself, own essential powers and abilities of activity, in the same time the person gets them, but in a new capacity. This quality is the author's ability, which takes an integrative character, because it contains internal individual and personal characteristics, abilities, qualities and properties that appear in the creative activity of the future art professional.

Giving «the life» to own individual values, reaching conscious goal, implementing it in activity, the future professional asserts himself as an unique personality, able to reach broad artistic generalizations, to demonstrate a high level of cultural, literacy, profound erudition and intelligence, harmony and beauty of the inner world, concern to the environmental, awareness of its values and own involvement to the establishment of these values. Such professionals work successfully in a format of independent creative research based on the achievements of basic sciences and uniqueness of which is in axiological base of teacher's performance.

The phenomenon of such integrative professionally significant quality as «author's ability» refers to an innovative resource of understanding of the importance of its development in the process of professional training of the future specialist. The source of innovation is targeted search of ideas (birthday) and application into the content of professional training such system and technology of the learning, which would solve the contradictions between social demand and competitive professionals and the real state of professional training of future teachers of music art to the teaching of art in secondary schools and social cultural environment.

In these conditions, the innovation is considered the own creative activity of future professional that provides its pedagogical control

and as a result leads to the formation of an integrated professionally important personal quality – author's ability.

Linked with the rejection of clichés, stereotypes in education, the necessity and the need «to release» the internal artistic and personal «reserves», own creative activity is controlled innovation at the same time, specially organized process, it involves achieving changes of controlled object (students), the expression of author's ability based on targeted rational and voluntary actions, personal and creative positions both the teacher and the student.

Author's ability we define as integrated professionally significant personal quality, which establishes qualitative transformation of the inner world by the future teacher and leads to fundamentally new its condition, encourages for creative self-expression and self-realization, resulting the student acts as a creator of new artistic values, as a composer, as a performer, as an actor, as a director, as a future teacher, able to be realized in different branches of the social environment. So the ability is not only the presence or capabilities or the achievement of the level of the development of abilities, but the implementation of these features and abilities in professional activity.

In our research this definition is particularly important because we consider the future art professional as the author of own composition, project, choreography and theatrical compositions, etc., which must not only create, but also make public, present own compositions, therefore as a proper painter, composer, choreographer and artist, who has creating mastery, implementation and studying, so reveals own subjectivity holistic and multifaceted.

Subjectivity of the teacher provides his system integrity. This provision indicates in science works by A. Brushlynskyy, who stated that a person as a subject is the highest system integrity of all his complex and contradictory qualities, especially mental states and properties of his conscious and unconscious [1]. Subjectivity of the teacher provides his creativity, so creativity and subjectivity are related and interdependent categories. Thus, according to the opinion of American psychologist K. Rogers, the main exciter of creativity is the human desire to realize them, to discover their own potentials. The relationship between subjectivity and creativity is established by S. Rubinstein, who revealing the principles of creative initiative, emphasized that subject in his actions, in acts of creative initiative is not only manifested and evidenced, but is also created and defined [11]. In view of this, students' interest, ambition and desire to self-expression

and self-realization in self-creativity, identifying of own opportunities in their own creative activity are characterized feature of the subjectivity, as a model of artistic image and creative project is not only created by the student, but it is an expression of his essence, individuality, phenomenal, and the student is seen as largely autonomous from external dependencies.

Psychologists understand the subject as a bearer of activity, as someone who efficiently performs the appropriate action, has the ability to self-regulation and self-development in this activity. Thus, the distinctive features of subjectivity (as individual properties) and subjectivity lie primarily in «human active mental organization», activity. A. Osytsky notices that subjectivity in activity and behavior, processes of perception, making decision, etc., dues primarily by individual features of human exploration of the transformative activity that appear in staged and solving problems. The author states that the feature of subjectivity is determined by «functions of regulating activity, which are relevant in the present for human or are relevant from the views of perspective» [8].

The idea of subjectivity is organically complemented with the idea of acting, the possibilities of which were disclosed and explained in heuristic concepts by M. Bakhtin in his work «Philosophy of action» as «thinking that acts», «action-learning», «life as an action», were deepened and developed by the famous Ukrainian scientist V. Romenets as «logic cell of mental», «the highest form of soul and spiritual activity», «share of the spiritual development of the individual», «creation of moral values», grounded in scientific works by V. Tatenko, who determines such important positions for our investigations: the concept of subjectivity underlines «copyright» of person, his ability to start a series of causal from himself; to take personal responsibility for deeds; the term «acting» refers to individual and unique, value and semantic, cultural and personal vector of subjective activity; the concept of “acting” of subject of life gives it the necessary and sufficient specificity essential, as it fills the individual with natural for human social and cultural content and meaning [10], stressing thus, the activity aspect of the ability and its connection with the concept of «authorship».

Subjectivity is manifested in the ability of the individual to analyze own activity, to feel its results, make sense logically, adjust own actions, based on own experience and accumulate new, which is essential for the functioning of the future professional as a subject, individual, personality.

The concept of «subjective» reflects

author's character of the activity both the teacher and the student, and it is disclosed in such concepts as autonomous, proactive, original, creative. For the teacher it is a sense of own potential abilities, belief in them, aspiration to reform the process of creative and performing training of the future teacher of music art and the desire and the ability to implement such transformation through the introduction of innovative technology of composer and performing activity in this difficult process. For student it is a belief in own creativity, understanding the feasibility of the implementation of composer and performing activity, the aspiration and the desire to express and fulfill in own creativity.

In the creative activity that is related to the conscious and unconscious experience of the individual (author), his internal sensations, the ability to adequately create, perform and interpret own compositions, clearly identify the individuality. J. Kapustin notices that the author's interpretation has to meet the aesthetic, historical and social, objective requirements of nowadays. Personalization of artistic interpretation (the author's own attitude to the world) is recorded in expression and formative means, reveals personal and creativity potential, the individuality and specificity of author's style [4]. A wide range of student's individual turns in the personal ideological concept, processes of creative thinking, the depth of artistic opinion, content of artistic image, is characterized by independence, criticality, flexibility, creativity and speed. Language of art «ells by us», finds itself in our outlook and worldview, artistic culture, the ability for emotional experiences and compassion identification, development of artistic and creative thinking, the ability to realize original artistic intent into the relevant semantic form.

In addition to the disclosure of individuality and subjectivity, the author's ability detects its versatility as it drives the integrated system of professional training of future specialists, its subjects (teachers and students), and goes beyond it and thus achieves the universality.

In such way the search of sense for self-expression in own creation, concentrating creative powers, is the impetus for self-exchange, self-improvement, self-movement, «not adaptive activity» (V. Petrovskyy), transcendence, that is, the ability «to go beyond yourself». In own students' creative activity, which is not a simple process, called qualities are not only possible, but actually acting.

The essence of creativity is to make «co-being» and «dialogic» (M. Bakhtin), such that movement of creative media, the aim of which is the manufacture of own creativity as self-

valuable, the design of artistic dialogue, transforming it into an artistic conception, materialization using specific techniques and means in the layer landmark of original text of art work, reviving in new semantic and symbolic variant of the author's text, the release of subjective nature of author's text through the subjectivity of composer and performer and direction of this subjectivity to the public. So such organization of future professionals' creative is important task, which provides the ability to identify subjectivity for each student, the ability to carry out this activity, as the author's ability. This approach is a way to develop spiritual and creative person of the future professional of artistic direction.

The effectiveness of the formation of author's ability of future teacher of music art are provided by pedagogical conditions as dialectical relationship of objective and subjective factors that reveal a set of opportunities of influence to educational environment for personal and procedural aspects of such activity. Identified pedagogical conditions caused by psychological and pedagogical features of artistic and creative-performing activity, ensure the formation of their internal components – intellectual and mental, emotional and sensual, creative and activity spheres: the creation of educational (creative and developmental) environment, in which the student feels himself as a subject (author, creator) of own creativity and own life; the development of future professional the motivation to self-creativity, the need for self-expression and self-fulfillment in different forms of artistic thought (perception – interpretation – creation); directing the educational process to the acquisition of creative and performing experience by students with its further designing to professional activity; providing pedagogical facilitation, artistic and dialog communication, promotion and revitalization of the ability to congruence in self-creativity, involvement each and every student in creative activity.

Conclusions and prospects for further researches of directions. Analysis of the concept of «ability», «author's ability», study of psychological and pedagogical literature on problems of *active ability* leads to such conclusions:

– author's ability is an integrated professional and personal quality of the future specialist of artistic direction;

– author's ability is a system-creative factor of own creativity of the future professional, in which it is implemented efficiently;

– the development of author's ability of future art professional is a managed process that is aimed at the development of spiritual and creative personality of the future specialist,

promotes efficiency of the process of his professional training, establishes a new level of the professional training.

Implementing into the scientific use the concept of «author's ability», we define it as an integrated professional and personal quality, which is formed in own creative activity of the future professional. This complex integrated activity establishes a higher level of spiritual and personal development of the individual of future professional; it is based on the perception and interpretation and makes it possible to reveal yourself in the artistic space, to form as a creative, self-contained, mobile and competent person.

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ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ РОЗВИТКУ ХУДОЖНЬО-ЕСТЕТИЧНОГО СМАКУ МАЙБУТНІХ ФАХІВЦІВ ОБРАЗОТВОРЧОГО МИСТЕЦТВА

Постановка та обґрунтування актуальності проблеми. Сучасні реалії українського суспільства вимагають пильної уваги до питань розвитку художньо-естетичних смаків майбутніх фахівців образотворчого мистецтва. Витончений художньо-естетичний смак уможливає оцінювати міру довершеності предметних та духовних цінностей, сприяє формуванню художньо-естетичної культури особистості, розширює горизонти світосприйняття та світобачення, дозволяє створювати образи естетичної та художньої картини світу. За такого підходу визначення й обґрунтування організаційно-педагогічних умов розвитку художньо-естетичного смаку майбутніх фахівців образотворчого мистецтва є актуальним і своєчасним.

Аналіз останніх досліджень і публікацій. Аналіз джерел педагогічного та мистецького спрямування засвідчує, що вітчизняними та зарубіжними науковцями, з-поміж яких: Є. Антонович, О. Буров, С. Демчак, М. Кардашов, С. Коновець, В. Кузін, Л. Масол, В. Медушевський, А. Мелік-Пашаєв, Н. Миропольська, Б. Неменський, О. Олексюк, О. Отич, В. Проців, О. Рудницька, С. Свид, Г. Шевченко, Е. Шорохов, Б. Юсов значною мірою

досліджено та розкрито ті чи ті питання художньо-естетичного виховання, професійно-педагогічного становлення майбутніх фахівців образотворчого мистецтва. Тематика нашого наукового пошуку значно доповнює дослідження названих авторів, уможливає усвідомити особливості розвитку художньо-естетичного смаку майбутніх фахівців образотворчого мистецтва.

Мета статті. Виходячи із заявленої проблематики, мета статті полягає в обґрунтуванні організаційно-педагогічних умов розвитку художньо-естетичного смаку майбутніх фахівців образотворчого мистецтва.

Виклад основного матеріалу дослідження. Усвідомлення розвитку художньо-естетичного смаку майбутніх фахівців образотворчого мистецтва в процесі професійно-педагогічної підготовки уможливає уточнення основних дефініцій дослідження, а саме: «організаційно-педагогічні умови», «художньо-естетичний смак», «майбутній фахівець образотворчого мистецтва».

Досліджуючи значення феномена «організаційно-педагогічні умови» варто зазначити, що у науковому середовищі