

## Features of the university training and educational environment to develop the talented students' musical and academic creativity

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**Abstract.** The article highlights the essence of the “environment” and “training and educational environment” concepts by means of theoretical education study methods; the content and correlation of the “conditions” and “training and educational environment” concepts are clarified; features of psychological and educational conditions arrangement in the curricular and extra-curricular activities are disclosed; conditions are determined for creating favourable training and educational environment to develop musical and academic creative activity of talented students at teachers training higher schools.

**Keywords:** *creativity, musical and academic creativity, talented students, environment, conditions of the training and educational environment.*

**Introduction.** Entering the first-year of the university studies is a significant step towards the adulthood for every student. However, the process of adapting to the new training and living conditions has its own specific features and can be accompanied by a number of problems. It has been proved by numerous present-day scholars' studies on the issues of students' adaptation and socialization. Having analyzed the results of scholars' research, we have realized the necessity of creating favourable training and educational environment which would not only permit better adaptation of students to the new conditions, but would also produce a positive effect on development of musical and academic creative activity in talented students.

**Brief review of publications on the subject.** The whole bulk of the materials, we have considered as to the specific features of the university training and educational environment arrangement, can be roughly divided into several research aspects: 1) extra-curricular educational activity at the university; 2) arrangement of training and educational work with talented students; 3) training musically talented students and future teachers of music. Detailed studies of extra-curricular and band classes were performed by G.S. Levchenko, V.I. Berezan, A. Gryhoryeva, I.G. Karpova, N.M. Shunda, S.V. Ignatova and others. Publications by N.Yu. Serdyuk, N.M. Shemuda, V.V. Golubova, T.B. Bykova, O.Ye. Antonova, O.A. Dubasenyuk, V.V. Halytsya, A.V. Samko, N.M. Tolmosova, P.A. Varvanskyi, O.P. Bilyi and others were devoted to the issues of training and educational work with talented students. A number of scholars studied specific features of arranging work with musically talented students and future teachers of music: I.I. Poluboyaryna, A. Rastrygina, O. Gorbenko, S.V. Olynyk, O.S. Bilous, V. Andrushchenko, N.A. Segeda, I. Sypchenko, V. Mishedchenko, O. Shamrina, L.V. Bezemchuk, G. Bilozerska and others.

**Aim of our study** was to determine the essence of the “environment” and “training and educational environment” concepts, to clarify the content and correlation of the “conditions” and “training and educational environment” concepts, to disclose features of psychological and educational conditions arrangement in the curricular and extra-curricular activities, as well as to determine the conditions of favourable training and educational environment to develop musical and academic creative

activity of talented students at teachers training higher schools.

**Materials and methods.** Materials of the present study are research papers of the national and foreign scholars who have been studying the issues of the environment and favourable conditions for the training and educational process.

The research methods used herein are: theoretical methods of educational research (analysis, systematization, generalization, comparison of educational, psychological and musical information).

**Results and discussion.** Term “environment” appeared in the psychological and educational literature in the 20-th of the XX century. As of that period, such concepts as “environment” (A. Makarenko), “pedagogy of environment” (S. Shatskyi), “social environment of a child” (P. Blonskyi) had become widely spread. Scholars maintained that the object of the teacher's influence must be not the child itself and its characteristics, but the particular conditions of its life. Scholars referred the environment, interpersonal relations, activities and community to the external conditions. Life experience of a child, its emotional state and self-attitude were considered to be the internal conditions [10, p. 149].

As of today, the “environment” concept has no common rendering and is formulated by each author in his own way. Thus, Yu. Manuylov maintains that the environment is a place where the person is living and where his way of life is being formed together with the personality's development and “averaging” [12]. A.M. Lyovochkina suggested that the environment is a system of the internal and external factors directly influencing the individual's mode of existence and which an individual can interact with [11]. The most successful, as viewed by the authors, definition of the “environment” concept is the variant suggested by I.V. Zaychenko. The scholar gives the name of “environment” to the current reality under the conditions of which a person is developing [9]. Taking into account this concept rendering and considering the systematic approach and the basic principles of developing musical and academic creative activity, which we are keeping to [3; 4], we are formulating herein our own definition of the “environment” concept. By environment we mean the current reality influencing the development and achievement of personhood, formation of its personal qualities and professional direction as well as its creative potential realization.

Teachers and scholars often use the concept of “training and educational environment” in their professional activities. According to the results of V. Meleshko’s studies, the above concept determines purposefully arranged conditions directing students towards acquiring knowledge, skills and habits, as well as providing accessibility of the aim, content, methods and forms of training for each student, taking into account his (her) abilities, interests, etc. [13, p. 4]. Ya.V. Dovichpolova had studied peculiarities of the conflicts arising in higher educational institutions and came to the conclusion that the training and educational environment is a set of spiritual and material conditions, interpersonal relations, factors definitely effecting upbringing, development, education, and socialization of a personality and contributing to creative self-realization of the educational process parties [8]. Analyzing the current approaches to rendering the “training and educational environment” concept, we have fully realized that the training and educational environment should be meant as the current reality influencing the individual’s development and achievement of personhood, formation of his (her) personal qualities and professional direction, realization of his (her) creative potential during the training and educational activity.

In the process of studying the present-day scholars’ new achievements, we have found that most of the considered research developments were devoted to the conditions of the educational process arrangement at higher schools, while our study is directed to highlighting the issues of the training and educational environment. In order to detect the possible connection between these two concepts, let’s clarify their essence and correlation. As of today, the concept of “conditions” in the education science has not acquired the unified rendering. Thus, a number of scholars (A.S. Makarenko, S. Shatskyi, P. Blonskyi [10], V. Meleshko [13], Ya.V. Dovichpolova [8]) equate the concepts of “training and educational environment” and “conditions”. However, there are researchers (Yu. Manuylov [12], A.M. Lyovochkina [11]), who strictly separate the above concepts’ content. In our opinion, the correlation of the “training and educational environment” and the “conditions” concepts is much more complicated. Therefore, in our work, we are keeping to the idea that the “training and educational environment” concept includes the concept of “conditions”, but it should not be identified with it. Further, we shall use the “conditions” concept in terms of peculiarities of arranging a certain environment for successful training and educational process implementation, formation and development of the creative personality’s relevant features and qualities.

A. Grigoryeva substantiates the importance of the extra-curricular activities and development of the student’s creative personality considering the extra-curricular education process as an integral system of the continuous training and the personality formation in the leisure conditions [7, p. 212]. The researcher agrees to the idea of Z.N. Kurland [14, p. 271] that the extra-curricular activity contributes to activating in the young people the conscious will to self-analysis, self-education, self-improvement, acquiring the skills of reaching the results. To provide the efficient effect of the extra-curricular

activity on the students’ creative personality formation, it is necessary to maintain relevant psychological and educational conditions: using various forms of the extra-curricular activities; development of the students’ potential abilities during the academic classes; considering the student’s individual and psychological features; novelty and distinction in the teaching process; creative approach to implementing the planned issues; performing the research and creative assignments; achievement of the goals set; taking into account the students’ interests, needs and abilities in their activities [5, p. 38]. In our opinion, creating the above psychological and educational conditions will contribute not only to the efficient extra-curricular activity arrangement, but also to development of the talented students’ musical and academic creative activity.

Results of training and educational activity arrangement studies, performed by O.Ye. Antonova at Zhytomyr State University, proved that realizing their creative potential during the academic classes, students acquire the experience of identifying and developing schoolchildren’s talents. The scholar considers that an important role in the future teachers’ self-realization is played by the university Research and Methodological Centre for talented youth outreach. O.Ye. Antonova underlines that the above centre creates favourable conditions for the students outreach activities in the following fields: studying learning motivation, values priorities and goal sets; determining the professional abilities and qualities level of future teachers; training students to perform educational creative activities; organizing students’ scientific and research work; development of students’ physical abilities and their health maintenance; development of artistic and aesthetic creativity in the youth; special training of pedagogically talented schoolchildren [1, p. 62]. The researcher comes to the conclusion that the basic conditions for the efficient talented students outreach should include: high personal and professional competence of teachers; their willing to work with the talented youth and the available relevant teaching tools [1, c. 64]. Thus, arrangement of the special Centre for talented youth outreach on the basis of the teachers training university can provide the proper conditions for their self-realization.

Studying the issue of the educational conditions influence on developing the musical and mastery competence in future teachers of music, O. Gorbenko concludes that the educational conditions interact with each other and can be divided into the external (objective) and internal (subjective) ones. External conditions, according to the author, include those depending on the teacher’s volitional powers, characterizing his (her) educational influence performing abilities and directed at forming the relevant component of musical and mastery competence. Internal conditions are considered to be those contributing to the efficient influence of the external ones (treating the student as the academic process party, coordination of the teacher’s and the student’s actions at performing the common tasks). Educational conditions are meant by O. Gorbenko as creating the external conditions aimed at qualitative internal changes of the student’s personality. These conditions, according to the researcher, include: 1) arranging the artistic and creative

environment based on the developmental, competence forming and personality aimed training; 2) individual and differentiated approaches; 3) training methods and forms invariance [6, p. 67]. Thus, arranging educational conditions to form professional competence of students in the musical field of training, according to O. Gorbenko, is closely connected with the university teaching methods, forms and approaches. It should be noted that the present paper's authors do not share the above scholar's idea of the external conditions influence on the internal personal qualities changes, because we consider that in the process of upbringing talented students the educational conditions should take into account and be aimed at the students' personal features.

Taking into account O. Gorbenko's ideas, personal features of musically talented students [2, p.57] and the teacher's professionally significant qualities, we come to the conclusion that the basis for the theoretic development of the training and educational environment arrangement conditions for future teachers will be implementation of principles and approaches to the musical and academic creative activity development [3; 4]. We consider the conditions of favourable training and educational environment for developing talented students' musical and academic creative activities at teachers training higher educational institutions to be the following: 1) compliance with the basic principles of developing talented students' musical and academic creative activity; 2) active use of the systematic approach in the upbringing activity (which is realized in the personality aimed, activity and competence forming approaches); 3) logistical support of the training and educational process; 4) availability of the relevant methodological material; 5) creating favourable moral and psychological atmosphere in the university. Compliance with the above conditions will permit arrangement of the favourable training and educational environment to develop musical and academic creative activity of talented students at teachers training universities. Thus, on entering the higher educational institution, a young person should, in our opinion, get into a creative laboratory, in the conditions of which everyone is having a chance (and a willing) to manifest oneself as a personality, to develop one's talent and potential abilities. We are firmly convinced that the present-day higher

educational institutions should refuse "averaging" the students, provide treating them as unique personalities and contribute to better development of musical abilities in all the students irrespective of their future occupation.

**Conclusions.** Thus, the process of arranging the university training and educational environment to develop musical and academic creative activities in talented students of the teachers training universities is simultaneously important and complicated. Teachers and scholars are focused on the "training and educational environment" concept. While studying the materials on the stated issue, we have clarified the essence of the two main concepts on the subject matter: the concepts of "environment" and "training and educational environment". Environment should be the name of the current reality influencing the personality's development and achievement, its personal qualities and professional direction formation as well as its creative potential realization. The training and educational environment is meant as the one that creates conditions for the personality formation and development during the training and educational activity performance. We believe that the concept of "training and educational environment" includes the concept of "conditions" but is not identical to it. It's worth mentioning that in our further research, the concept of "conditions" will be used in terms of particular features at arranging a certain environment for the training and educational process successful implementation, formation and development of the relevant features and qualities in the creative personality. The analysis of the respective publications on the subject has proved that the conditions of arranging favourable training and educational environment to develop talented students' musical and academic creative activity at teachers training universities are effected by a number of factors. However, we consider the main one to be compliance with the principles and approaches to development of musical and academic creative activity, providing logistics and methodological material as well as creating favourable moral and psychological climate. Thus, successful arrangement of favourable training and educational environment will help talented students in displaying their creative potential and will contribute to improving the training level of the future teachers.

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#### Особенности организации университетской учебно-воспитательной среды для воспитания музыкально-академического творчества одарённых студентов

**Н. В. Васильева**

**Аннотация.** В статье с помощью теоретических методов педагогического исследования раскрыта сущность понятий «среда» и «учебно-воспитательная среда», отмечено содержание и соотношение понятий «условия» и «учебно-воспитательная среда», изложены особенности организации психолого-педагогических условий в учебной и внеучебной деятельности, а также установлены условия создания благоприятной учебно-воспитательной среды для воспитания музыкально-академического творчества одаренных студентов педагогических вузов.

**Ключевые слова:** творчество, музыкально-академическое творчество, одарённые студенты, среда, условия учебно-воспитательной среды.