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## **MUSICAL CHARACTERISTICS IN IMPLEMENTATION OF CREATIVE POTENTIAL OF STUDENTS OF MUSICAL DISCIPLINES**

The revival of the spiritual culture of the Ukrainian people, the formation of national interests as the main priorities of the ideological culture of the individual, the intensive development of the individual, which realizes and spiritually self-improves in various types of creative activity are the main factors at the present stage of the renewal of Ukrainian society.

In today's conditions, the problem of improving the quality of training pedagogical personnel of the artistic direction as the founders of the spiritual development of society is actualized. Among the various means of forming a personality, an important place belongs to works of art, in particular music, whose versatile influence on the education of young people is gaining increasing significance. Music summarizes the centuries-old human experience of spiritual and emotional attitude toward the world and opens up an immense range of knowledge of life that allows simultaneously influence the intellectual and emotional development of the individual, and forms its value attitude to life and artistic phenomena. In connection with this, the need for the development of musical abilities of future specialists in artistic specialties is intensified [1, c. 24].

The problem of the development of students' musical abilities is not sufficiently highlighted, but some aspects of the study were considered in the works of well-known musician and methodologist teachers: G. Neuhaus, L. Auer, D. Kabalevsky, K. Orf, F. Lips, M. Davydov. A significant contribution to the development of pedagogical problems related to the development of creative abilities of the person was made by domestic teachers

P. Blonsky, S. Shatsky, V. Shatsk, B. Yavorsky, B. Asafiev, B. Teplov, N. Grodnenskaya, M. Rumer, G. Rogal [1, с. 25].

Ability – is the opportunity to acquire knowledge, skills and abilities. Their development depends on the conditions of the surrounding reality. They are manifested and evolving in the process of activity, in how quickly a person acquires knowledge and skills.

In the context of our study, it should be noted that abilities are the qualities of the individual, which are integrated in the inclination to work with children, love to them, and also provide the speed of self-improvement.

Musical abilities – are individual-psychological features of the person, which include:

- natural auditory sensitivity, which determines the analysis of natural, linguistic or musical sounds;
- a subjective relation to linguistic and musical intonations developed in labor and social communication, which is expressed in the form of emotional reaction.

The prerequisite of musical activity is in everyone. They form the basis of the development of musical abilities. The more active and diverse musical activities are, the more effective the process of developing musical abilities of students is.

The basic musical abilities required for all types of musical activities include:

- a feeling of fidelity;
- ability to auditory presentation;
- musical-rhythmic feeling [4, с. 38-39].

Students' musical abilities can only be sustained and developed through continuous exercises related to systematics activities. The development of musical abilities is relevant at all stages of the work over the composition of the teacher and student: at the initial formation of the musical image; technical mastery of the product; performing realization of musical image; the formation of an executable interpretation.

Each ability is associated with a certain aspect of musical activity and cannot exist on its own. Hearing auctions become musical only when they reflect musical heights, and the sensation of musical height cannot be beyond the regular sense, beyond the emotional experience of the squeal-like

movement. Thus, abilities are not in the knowledge itself, skills and abilities, but in the dynamics of their acquisition, in how quickly and easily the student is mastering musical activity. The quality of learning depends on the ability, its success and the level of achievement.

One of the main tasks of the teacher is the development of musical thinking of the artist as a combination of musical abilities – a high degree of perception of the figurative and expressive content of the musical composition, which maximally combines the internal transformations of the artistic imagination of the artist in real sound on a particular musical instrument [6, с. 42].

Outside the degree of preparation and giftedness of a student, there is a need to develop such components of musical thinking as: musical sensation, rhythmic and intonational organization of musical fabric, harmonic and polyphonic listening, etc.

Methods of development of musical abilities are interactions, the purpose of which is to develop the skills of analytical perception of musical material. These skills form the basis of personal musical qualities and include:

- skills of sound-sensitive analytical perception (musical hearing);
- skills of metro-rhythmic analytical perception (sense of tempo and rhythm);
- skills of timbre-dynamic analytical perception [6, с. 44].

In the process of training students of artistic specialties, there is a need for a comprehensive development of the quality of musical hearing. This is due to a significant complication of the musical language, the texture of the works. To develop the skills of musical hearing, rhythm, timbre, dynamics, practical-analytical methods based on techniques of analysis and comparison are used: chord analysis, their listening and analytical comparison; picking up music pieces on the ear; improvisation on a musical instrument, written and oral musical and auditory quizzes, dictations.

The holistic perception of the melody provides melodic hearing. It involves the transmission in music of mood and artistic image, comprehension of intervals, the ability to think horizontally, to feel the melody as a complete whole.

Harmonious hearing – is a musical rhythm focused on consonance. If polyphonic hearing and its development are related to the ability to hear the musical fabric horizontally, then the harmonic ear is responsible for

understanding the sounds of the vertical and for repeated listening to the sound of different chords.

The formation of polyphonic hearing is due to the ability to hear in the sound fabric simultaneous motion of two or more voices. Developed polyphonic hearing helps the musician to hear other basic elements of the texture – the bass movement, the under voices, and in the polyphonic work, not only the upper, but all the other voices. This is especially emphasized by the ability to hear the originality and individuality of each individual voice of a polyphonic work.

For the development of tone hearing, playback is recommended with exaggerated nuance, that is, one and the same place to play with all gradations, ranging from the gradation *fff* (fortissimo) and ending with *ppp* (pianissimo). The path of development of this kind of hearing is attentive listening in the timbre-dynamic gradation, hearing the difference in feelings that give different sound nuances. The development of tone-dynamic hearing is associated with the development of tactile sensations and fine muscle movements, their impeccable coordination.

The textual hearing provides both a meaningful perception of the organization of a musical composition and its reproduction. Possession of textures reveals the ability of a future specialist to musical and creative activities, enriching his creative potential, contributing to the adoption of professional skills of the student [3, с. 10].

Consequently, the process of working on the musical abilities of students should take place in the synthesis of the development of attachments and the formation of musical thinking. The development of musical abilities is carried out through the search for the most effective methods and means of influence of the teacher on the student both in the process of conducting individual lessons, as well as in organizing his independent work on performing tasks.

The problem of development of musical abilities is of great importance for realizing the creative potential of students of artistic specialties, which is an indispensable requirement for their professional maturity as teachers of musical art.

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### ОСОБЛИВОСТІ ВИКОРИСТАННЯ МЕТОДУ SWOT-АНАЛІЗ НА УРОКАХ ГЕОГРАФІЇ

Нові соціально-економічні умови викликають необхідність вдосконалення освітньої системи при вирішенні навчальних завдань. В ХХІ столітті, столітті динамічних змін головним стає формування вміння вчитися самостійно. Зробити це при збереженні традиційних методів навчання неможливо. Ми це повинні усвідомити, зрозуміти і визнати творчу природу особистості кожного учня, наявність в ній внутрішньої