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THEORETICAL ASPECTS OF UNDERSTANDING THE CONCEPTS OF “CREATIVITY” AND “CREATIVE ABILITIES”

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Introduction. Currently, in the field of education, special attention is paid to the creativity of students. The music education of Belarus and China also has an obvious interest in creative activity. Children need to create and experience in order to understand. "I hear and forget. I see and remember for a long time. I do and understand" (Chinese folk wisdom). To make music a part of their personal experience, students need to sing, play instruments, dance, and compose. Therefore, it is necessary to pay a lot of attention to the creative development of students in various types of musical activities: listening to music, singing, playing children's musical instruments, in musical and rhythmic movements.

The purpose of the article is to define the essence of the concept of "creativity" and "creative abilities".

The main part. What does the concept "creativity" and "creative abilities" mean? Creativity, is a unique human comprehensive ability. Creativity is the ability to generate new ideas, discover and create new things. It is a psychological quality necessary for the successful completion of some kind of creative activity. It is the knowledge, the intelligence, the ability and the fine personality quality and so on complex multi-factor comprehensive optimization composition.

The difference between creativity and general ability lies in its novelty and originality, and its main component is divergent thinking. The undirected, unconstrained way of thinking, from the known to explore the unknown, according to The American psychologist Guilford divergent thinking, when expressed as external behavior, represents the individual's creative ability

The question of creativity belongs in the field of psychology. In German-speaking countries, the study of creativity had a welcome start, followed by a long period of social indifference.

Psychologists have long disputed the definition of creativity. In the early days, psychologists focused more on personality traits in creativity. Therefore, the definition of creativity requires a clear definition of what makes a person creative with a particular trait, and people without that trait are less creative than those without it. Psychologists have struggled to come up with such a universal definition. Therefore, the definition of creativity in the literature is biased.

Some scholar's definitions of creativity focus on the process of thinking, such as gestalt-psychologists who argued that creativity and Epiphany occur when the thinker captures the most central features of a question and their relationship to the final answer. Some scholars' definitions focus more on personality traits. For example, J. P. Guilford's definition in 1950 is that "creativity refers to the most special abilities of a creative person" [1]. Although J. P. Guilford's definition of creativity does not clearly indicate which specific personality traits can indicate a person's creativity, this definition has been widely recognized and accepted for a long time.

It was not until the 1980s that Teresa M. Amabile questioned the traditional definition of creativity based on her years of research. She argues that in decades of research on creativity, psychologists have focused too much on differences in personality traits and neglected the impact of social and situational factors on creativity. And to suggest that creativity requires not only a conceptual definition, but also an operational definition. The qualitative meaning of the concept is to help us better understand the theory of creativity, and the operational definition is to help us accurately measure creativity in empirical research.

Teresa M. Amabile's conceptual definition of creativity is "a product or a response that is considered creative means: A. It is a new, appropriate, useful, correct, and valuable response to the task at hand; B. The task is heuristic rather than arithmetical ". Teresa M. Amabile's operational definition of creativity is that "a work (product) or response (response) is considered creative (or the process by which it is produced is considered creative) by appropriate observers who independently judge it"[2].

So a definition now widely accepted in the field of social psychology is that creativity is the ability to produce innovative (original, unexpected) and appropriate (restrictive, feasible, and actually useful) ideas. The composition of creativity comes down to three things.

1. Knowledge as a basic factor includes the ability to absorb knowledge, the ability to remember knowledge, and the ability to understand knowledge. Absorbing knowledge, consolidating knowledge, mastering specialized technology, practical operation technology, accumulating practical experience, expanding the scope of knowledge and analyzing problems with knowledge are the foundation of creativity. Any creation is inseparable from knowledge, knowledge is conducive to better put forward creative ideas, scientific analysis, identification and simplification of ideas, adjustment, modification and conducive to the implementation and testing of creative programs, and is conducive to overcome the inferiority mentality, enhance self-confidence, which is an important content of creativity.

2. Intelligence with creative thinking at its core. Intelligence is a combination of intelligence and many abilities. Both keen and unique powers of observation. High concentration. Effective, persistent memory and flexible operation, as well as the ability to think creatively and to master and apply creative principles, techniques and methods, are an important part of creativity.

3. Create personality quality, including will, sentiment and other aspects. He was formed and developed through social practice activities on the basis of a person's physiological quality and under certain social and historical conditions. It's something that comes out of the creative process. Create quality. Good quality is very important to creativity and is another important part of creativity.

Knowledge, intelligence and good personality are the basic elements of creativity. They interact and influence each other to determine the level of creativity. There are three characteristics of creative behavior.

1. Flexible thinking can adapt to changes, draw conclusions from one example, and is not easy to be disturbed by psychological stereotypes such as fixed functions. Therefore, it can produce extraordinary ideas and put forward new ideas.

2. Fluency response is both fast and abundant, and can express more ideas in a relatively short time. To create, by definition, is to create something new first. In Ci Hai, creation is "creating things that have never been created before". Creation is a complex human activity, so to define it effectively, we must take into account the fact that creation itself includes the process of creation and the result of creation. Creation must first be a practice process with rich experience of creative activities, and secondly, the practice process should also have original results. Therefore, creation is a practical process with rich creative experience accompanied by original achievements.

3. Uniqueness An unusual insight into something. Convergent thinking also plays an important role in the structure of creativity. The so-called convergent thinking refers to the way of thinking which has the direction, scope and procedure to solve problems by using the established principles, laws and methods. Divergent thinking and convergent thinking are unified and complement each other. When people are thinking, they need both divergent thinking and convergent thinking. Any successful creativity is the result of the integration of these two kinds of thinking. There is a certain relationship between creativity and general ability. Research shows that intelligence is the basic condition for the development of creative ability. People with low level of intelligence cannot have high creativity.

Conclusion. Thus, creativity and personality traits have a close relationship, the integrated results of many studies show that high creativity has the following certain personality traits: broad interest, free language, sense of humor, quick reaction, speculation, good memory, high efficiency, less herd behavior, good independent, confident, likes to study abstract problems, a wide range of life, social abilities, high level of ambition, frank and frank attitude, emotionality and openness, informal section, give a person a romantic impression.

Creativity is the ability to constantly offer new ideas, new theories, new methods and new inventions that have economic, social and environmental value in various fields of technology and practice. Competition in modern society is not so much a competition of talents as a competition of human creativity.

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О ПРОБЛЕМЕ ФОРМИРОВАНИЯ МУЗЫКАЛЬНОЙ КУЛЬТУРЫ МЛАДШИХ ШКОЛЬНИКОВ

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Введение. В связи с глобальными социальными преобразованиями в обществе всё более приоритетное значение приобретают гуманистические ценности в жизни людей. Формирование музыкальной культуры личности, наряду с высокой социальной значимостью классической функции музыкально-эстетического воспитания, выходит на уровень общих духовно-нравственных ценностей и гуманистических убеждений.

Воздействие искусства на личность осуществляется в неразрывном единстве рационального и эмоционального. Школьники приобретают эмоциональный опыт посредством переживания. В процессе музыкального восприятия переживания рассматриваются как внутреннее отношение ребенка к содержанию музыкального произведения. Всё это способствует активному формированию эмоционально-ценностных отношений учащихся, музыкальной культуры.

Основная часть. Анализ научной литературы показывает, что проблема формирования музыкальной культуры находится в поле зрения философов, культурологов, социологов, психологов, искусствоведов и педагогов:

- философско-эстетические основы теории музыкальной культуры М.М.Бахтина, М.А.Бердлева, А.Н.Сохора, В.С.Цукермана и др;