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Наукові інтереси: професійна підготовка майбутніх учителів української мови і літератури у вищих педагогічних навчальних закладах, професійна самореалізація педагогічних працівників у сучасному науково-освітньому просторі.

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THEORETICAL ASPECTS OF FORMING THE INDIVIDUAL STYLE OF A TEACHER–PIANIST ACTIVITIES

Formulation and justification of the relevance of the problem. Modern science offers wide coverage of various aspects of research of a personality. To investigate its individual peculiarities and forms of functioning is a matter of attraction for many scientific trends. The interest to theoretical reasoning of the problem of formation of individual style of activities emerged due to the need for further disclosure of the nature of this process and its implementation in conditions of independent learning activities of a future teacher.

Certainly, all manifestations of an individuality cannot be considered beyond the scope of its activities. This fully applies to education and upbringing, since they both deepen and complement the scope of social qualities of a personality, because it is only through individuality a person is actually able to reveal the level of his/her social significance. The processes of mutual exchange occur between the social and the personal consciousness: if a person perceives values of the social consciousness and transforms them in his/her mind, – it is a process of learning. And if a person, while learning, enriches the social consciousness is a process of creation (Yu. Levada).

Analysis of recent researches and publications. In psychological interpretation the problem of a personality attracts attention of many authors (L. M. Archangelskiy, L. P. Buyev, G. M. Gak, O. M. Leontiev, I. I. Rezvyskiy etc.). From the history of development of the scientific research on the nature of a personality we find out that the path of its research has been rather

complicated and is characterized by different approaches to this problem. We support the opinion of those scientists who believe that a personality does not exist without a set of original, unique features and qualities that are inherent only for this person, in this particular synthesis and thus, a personality is a unique individuality. Theoretical aspects of piano art were the main fields of research in scientific works of T. Kravchenko, B. Kremenshtein, G. Neihaus, G. Dagilaiskaya ets.

The uniqueness and significance of an individuality manifests itself in knowledge and skills, that are prerequisites of personal activities. The problem is, if and to what extent it is possible to intervene into the process of the forming of an individuality. One aspect of this problem is the limits of human capabilities (inclinations, skills, aptitudes, particular features, types of higher nervous activity).

The following scientific data, obtained in result of specific research in physiology and psychology has become the basis for philosophical generalization of the problem of an individual factor in human consciousness. The scientists have discovered such notions as «individually typological peculiarities of a personality» (for example, aptitudes – B. M. Tyeplov; temperament as a manifestation of different types of higher nervous activity – V. S. Merlin; the character as an individual style of activities – Ye. O. Klimov, N. D. Levitov). The fundamental works of B. G. Ananyev, G. M. Andreeva, K. K. Platonov have enriched science by the studies of a personality as a whole and in its social and

psychological aspects. This allowed to determine the problem of the structure of a personality as a totality of its qualities, characteristic features and properties arranged in a hierarchical order.

The purpose of the article. The purpose of this article is to discover the general idea about forming individual manner of activity, understanding difficult and different points of view on this problem and fact that the personality is the whole complex of original unique features and qualities that can be found only in its specific synthesis and that represent their unique individuality.

The main material of the study. Thus special attention is deserved by the scientific approaches, offered by psychology, because psychology is just the right science that serves as means of communication between all fields of human knowledge [1, p. 13] and fully discloses the problem of a human individual properties, which an individual's practical activities directly depend upon.

Understanding the fact that scientific knowledge about human development is an integral system, which includes the whole range of studies of a human-being as a species, an individual, a personality, a subject of activities and an individuality (B. G. Ananyev), we pick out the latter, as a specially chosen aspect of study of a human-being for our further consideration.

Considering an individuality as a scientific phenomenon, we support the view of V. S. Merlin, who has substantiated the theory of integral individuality. He has proved that the combination of individual properties of a human-being is a large hierarchical self-adjusting system, which he called the «integral individuality In his opinion, the «biochemical properties, the properties of the nervous system, temperament, personality characteristics and personality status are different hierarchical levels of this system» [5, p. 195].

The author pointed out that between the hierarchical blocks of a human individuality the multivalued bonds emerge. They indicate that different aspects of reality are not subordinated to the common for them pattern of relationships. Each hierarchical level has specific functional invariants, its own regularities that allow to maintain their autonomy and relative independence. The principle of multivaluedness obstructs the regular patterns of one subsystem to merge with regular patterns of another one, which makes it possible to discern the levels that have been unknown yet. V. Merlin was the first to draw attention to this fact, pointing out that «multivalued type of relationship can be a criterion for the discerning of new hierarchical levels of individual properties that are subordinated to specific, but yet unknown regularities» [5, p. 196]. A. V. Brushlinskiy [2]

supplementing this viewpoint, confirms that the subject of psychological activities is the one who creates the history and leaves in this history his own, his unique trace. He believed that in different professions an individuality and originality of its manifestations had different reasons. Thus, in mass trades (e.g. a worker-innovator) it is just the process of activities that is individual, and the outcome is common for all. In a scholar activities, it is not only the process that is individual but also the result (to this sphere of activities we assign a teacher as well, due to his/her constant search for new means and forms of work). Hence, there turns up the social significance of the result. In mass trades (a builder, a mechanic) practically every worker can become a particular one, even an innovator, as soon as he masters the individual style of activities in a certain specific area. It is not the case with creative activities of a scientist or an educator.

There also is a level of creative activities of an individuality, the nature of which is unique and the functions of such a person as some active figure are, so to speak, reserved for the «set of inner conditions» (S. L. Rubinstein, K. A. Abulkhanova, A. V. Brushlinskiy, V. S. Merlin). «It is an integral individuality, – according to V. S. Merlin, – not just its certain levels that determines the success» of a person in one or another specific kind of activities. All practical problems of optimization of these processes of a person in labour or in studies are most successfully solved when the subject of activities is an entire integrated individuality, not just its certain levels, and when the «multivaluedness» of split-level bonds of individual properties is adequately taken into account [5, p. 197]. The principle of hierarchy of an integrated individuality and other self-forming factors in psychological science rightfully belongs to S. L. Rubinstein [7].

The subject of the research of an integrated individuality and its activities is in itself a hierarchy structure of various branches of psychological knowledge and is examined by means of laws of the ratio of higher and lower (V. V. Orlov); from the lower, which consists of the primary – psychodynamic, and the secondary – qualitative characteristics of psychological processes, – which are the qualities of an individual, – to the higher qualities of a personality, as the aim of an individuality through means of transitive function of activities – the objective and non-objective activities (by V. S. Merlin, A. V. Petrovsky). Thus, according to V. Merlin, the interrelation of split-level properties in the structure of an integrated individuality is made active due to the transitive function of individual style of activities. V. Merlin confirmed it in practice that the function of harmonization between biochemical and

neurodynamic bases of an individuality is fulfilled by an individual style of vital activities (playing, organizational, teaching, etc.) and communication [4, p. 4]. «Qualities of a personality can in no way be reduced to its individual particular features» [7]; between individual properties of a personality and personality properties of an individual there is a subordinative rapport that is subject to the laws of ratio of the higher and lower.

The objective of the work is theoretical substantiation of psychological pedagogical interpretation of the concept – «the individual style of activity», to realize its transitive essence between the complexes of relatively independent components of an integrated individuality of an educator. And the process of forming of a student's personal style of activities may become the condition of realization of his/her educational prospects and self-improvement.

An aspect of individualization in pedagogy is rather significant because it enables the disclosure of unique pedagogic aptitudes, the development of professional skills and attainments of a pedagogue, further improvement of his/her mastership and, as a result, the implementation of the individual style in education activities.

The transformation of the psychological concept of an integrated individuality in the theory of pedagogy has its particularities. In practical application of the concept of «individualization of education» we can talk only about the relative individuality (according to Ynhe Unt). That is, it is relative in the group for the following reasons. Firstly, the individual characteristics, that are been taken into consideration, – they are not of each student, but of the entire group; secondly, only the known properties that are important in terms of specific training (in our case: ear for music, level of piano-playing skills, experience of practical activities in the team, etc.) are considered; thirdly, only certain properties, exactly those that are important to a particular individual (for example, the talent of a performer, a researcher) are counted; fourth, individualization is realized not in full volume of a student's studying activities, but episodically, or in any particular form of training and it is integrated with a non-individualized work (for example, within the frames of choir singing, ensemble or orchestral music-playing, etc.).

Individualization as a psychological and a pedagogical category is directly related to the research problems of formation of individual style of activities, both, learning activities at present, as well as independent activities in the future; it envisages the consideration of students' individual characteristics in all forms and methods of their studies, regardless of the fact, what opportunities exactly and to what extent are been considered.

Individualization in the practical activities of a music teacher is such a concept that does not

generate any controversy. We consider it in the following two aspects: to take into account the individual properties of students (their musical abilities, psychological characteristics, etc.) and to provide conditions and to use appropriate methods that allow to take these properties into account.

Pedagogical skills, the style of activities of a pedagogue, just like the manner of musical performance, – is individual. As there are no similar performers, there can be no similar in all their individual properties pedagogues, even if they were taught professional skills by one and the same person. If a pedagogue is a master of his craft, he is able to reveal the unique properties of the students and to perfect them to the level of a bright pedagogical (or performing) individuality.

We may find the examples of bright style of pedagogic activities in music pedagogy. The best of the pedagogues-musicians created their own performing and pedagogical schools in a wide sense of the term, the schools which differ in characteristic stylistic features and methodological directivity. However, the graduates of these schools, having inherited progressive ideas of the masters, implement and develop these ideas in their own distinctive ways. The pedagogic individuality of each specific teacher of the younger generation has his/her own individual unique properties.

Individual peculiarities of teaching of the future music pedagogues are determined, along with teaching skills and practical experience, also by the level of musical and performing mastership, the general culture of each particular person. There are many factors, from the lowest to the highest, that influence the process. These include: the nature of the teacher, his/her temperament, peculiarities of mental activities, experience, insight and sensitivity, tact and willpower, love for the pupils, etc.

The level of advancement, talent and individual properties of a subject of pedagogical influence is also of importance, and then in the process of studies the corresponding individual teaching methods develop. The skill of a pedagogue is formed over the years. At the beginning of their own pedagogic activities young teachers rely mainly on the knowledge they have been taught. The years of individual influence of the teachers impose certain, – we hope, – positive impact on the nature of teaching of their students not only at the beginning of their work in schools, but in varying degrees is manifested in the style of their mature pedagogic activities.

However, to study the experience of only one pedagogue is not enough for the formation of individual style of independent pedagogic activities.

The pedagogic activity is directly aimed at the object of education, that is, a student. In

modern pedagogy there is a developing idea that teachers should focus their efforts at formation of bright individuality and that they should consider and developed the properties, aptitudes and interests of each of the students. Humanization of education makes it possible to save (or at least attempt to do so) the individuality of the learner. The solution of this problem effects another one, it enhances students' motivation for studying, makes them study with utmost involvement of their professional abilities, actively improve already existing skills, develop the capability for self-perfection on the way of forming their own style of activities.

Famous piano teacher B. Reingbald saide about students music individual abilities in their piano art [6]. G. Dagilaiskaya wrote about M. Starkova, that their students often must to take out their piano repertoire themself [3].

Teachers must not forget that each student has an individual learning style, which in the process of purposeful pedagogical influence can grow into personal style of creative activities with respective psychological peculiarities. In the process of training a future music teacher finds and developes the individual style of studying activities, the unique, peculiar only to him set of means and methods of studying that ensures his or her success.

Conclusions and prospects for future research directions. Thus, the psychological science has revealed the essence of individual properties of a persone as a complex multilevel formation of an integrated individuality, whose multi-level interrelation of properties is fulfilled due to the transitive functions of individual style of activities, including that of a future teacher of music.

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