

## THE ROLE OF ART IN THE DEVELOPMENT OF THE CREATIVE PERSONALITY OF THE FUTURE TEACHER

### *O PAPEL DA ARTE NO DESENVOLVIMENTO DA PERSONALIDADE CRIATIVA DO FUTURO PROFESSOR*

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#### **ABSTRACT**

The article is devoted to the consideration of art in the system of development of the creative individuality of the future teacher. The relevance of the topic is due to the fact that when studying in the pedagogical direction, a student must acquire comprehensive knowledge, but not only profile knowledge, as a result of the introduction of art into the educational process will allow solving complex issues of the formation of the future teacher's personality. At the same time, having creative abilities, the teacher will be able to use them effectively in his work and spread interest in art and creativity among his pupils. The purpose of the research is to characterize art in the system of developing the creative individuality of the future teacher. The object of research is the pedagogical system of Ukraine. Such research methods as description, analysis and synthesis, comparison, generalization, and modelling were used in the scientific work. The article examines the peculiarities of art in the system of development of the creative individuality of the future teacher. The place of art in the aspect of the development of creative individuality is defined. Obstacles on the way to the introduction of art into the system of development of the creative individuality of the future teacher are characterized. The positive aspects of the introduction into the system of development of creative individuality of art have been identified. Such principles of the introduction of art in the training of the future teacher, which contribute to the development of creative individuality, as the introduction

of a complex of education, science, and art, have revealed; a combination of cultural, creative, systemic approaches; individualization of the creative personality; sociocultural identification; ethnocultural affiliation. A model of the introduction of art in the system of development of the creative individuality of the future teacher has been developed. The place of art in the development of the creative personality of the future teacher has been determined.

**Keywords:** Art. Creative individuality. Creativity. Higher educational institution. Pupils. Speciality. Student. Teacher.

### **RESUMO**

O artigo é dedicado à consideração da arte no sistema de desenvolvimento da individualidade criativa do futuro professor. A relevância do tema se deve ao fato de que ao estudar na direção pedagógica o aluno deve adquirir conhecimentos abrangentes, mas não apenas conhecimentos especializados, pois a introdução da arte no processo educacional permitirá solucionar questões complexas do formação da personalidade do futuro professor. Ao mesmo tempo, possuindo capacidades criativas, o professor poderá utilizá-las de forma eficaz no seu trabalho e espalhar o interesse pela arte e pela criatividade entre os seus alunos. O objetivo da pesquisa é caracterizar a arte no sistema de desenvolvimento da individualidade criativa do futuro professor. O objeto de pesquisa é o sistema pedagógico da Ucrânia. Métodos de pesquisa como descrição, análise e síntese, comparação, generalização e modelagem foram utilizados no trabalho científico. O artigo examina as peculiaridades da arte no sistema de desenvolvimento da individualidade criativa do futuro professor. O lugar da arte no aspecto do desenvolvimento da individualidade criativa está definido. Caracterizam-se os obstáculos no caminho para a introdução da arte no sistema de desenvolvimento da individualidade criativa do futuro professor. Foram identificados os aspectos positivos da introdução no sistema de desenvolvimento da individualidade criativa da arte. Foram revelados princípios de introdução da arte na formação do futuro professor, que contribuem para o desenvolvimento da individualidade criativa, como a introdução de um complexo de educação, ciência e arte; uma combinação de abordagens culturais, criativas e sistêmicas; individualização da personalidade criativa; identificação sociocultural; filiação etnocultural. Foi desenvolvido um modelo de introdução da arte no sistema de desenvolvimento da individualidade criativa do futuro professor. Foi determinado o lugar da arte no desenvolvimento da personalidade criativa do futuro professor.

**Palavras-chave:** Arte. Individualidade criativa. Criatividade. Instituição de ensino superior. Alunos. Especialidade. Estudante. Professor.

### **Introduction**

Each individual is unique and inimitable; consequently, his activities are often subject to creative individualization. This enables him to achieve high performance in his professional field and pass on the knowledge gained to the next generations. At the same time, the best way to develop a creative personality is to form a person's knowledge of art. It is possible to develop a non-standard approach to various aspects of activity by consolidating information about art in the human consciousness. For instance, a teacher who has talent and creative thinking can use artistic knowledge to get students interested in studying particular subjects. This is

precisely why art plays a significant role in the system of developing the creative personality of a future teacher.

Based on the research purpose, the objectives of the article are as follows:

- to determine the place of art from the perspective of developing the creative individuality;
- to reveal the principles of introducing art into the training of a future teacher, facilitating the development of creative individuality;
- to develop a model of introducing art in the system of developing the creative personality of a future teacher;
- to characterize the place of art in the process of developing the creative personality of the future teacher.

## Literature Review

Currently, the issue of art in the system of developing the creative personality of the future teacher has been studied by various domestic researchers. These include the works of S. Burchak (2022), A. Wozniak (2022), D. Zhukova (2022), O. Otych (2009), T. Skoryk (2018). Scholars are convinced that art plays an essential role in the formation of a person's creative personality, in particular, of a future teacher. For instance, the researcher O. Otych in her scientific work "Pedagogy of Art in the Development of the Creative Personality of a Future Vocational School Teacher" spreads the idea that since art significantly affects the creative thinking of a student–future teacher, a creative approach is necessary during the training of future teachers and lecturers (2009: 41). The scientist notes that currently, art is only superficially introduced into the system of teachers' education or has not been introduced at all. The main reason for this is that for many scholars, the issue of pedagogy is associated only with the classical pedagogical school, where only specialized subjects should be presented for training students – future teachers.

The researcher S. Burchak also has his own viewpoint on this issue; in his article "Development of Future Teachers' Creativity in the Process of Distance Learning: Realities and Prospects", he argues that the issue of art is crucial for

establishing a teacher's creative personality (2022: 61). For instance, he believes that the essence of art in the development of the creative personality of a future teacher lies in the fact that art contributes to the promotion of creative thinking. As a result, the future teacher or lecturer gains knowledge of how to effectively combine logical thinking with imaginative thinking. The fact that artistic disciplines can be studied remotely, in particular, due to modern technologies, is also a significant feature of this.

In other words, it should be recognized that the role of art in the future teacher's system of creative originality is superficially explored. Most scientific works focus only on how art is reflected in the list of academic disciplines of the future teacher, and the importance of art in the creative personality of the student-teacher is demonstrated only indirectly.

*The purpose of the article* is to characterize art in the system of developing the creative personality of a future teacher. The research purpose is conditioned by the fact that art is only partially implemented in the complex disciplines of the pedagogical direction; consequently, students do not have the opportunity to fully implement their creative potential. This results in the fact that future teachers miss the chance to master the fundamentals of imaginative and creative thinking by concentrating primarily on specialized subjects.

## Research Methods

The following research methods were used in the scientific article: description, analysis and synthesis, comparison, generalization, and modelling. The method of description was applied to characterize the essence of the influence of art on a person's creative personality. The method of analysis and synthesis is used to reflect the state of implementation of art in the system of pedagogical education in Ukraine. The method of comparison is applied to compare the unfavourable factors and positive aspects functioning in the process of introducing art into the system of pedagogical education in Ukraine from the perspective of a person's creative

individuality. The method of generalization is used to reflect the basic results of the research.

The method of modelling is applied to create a model of introducing art in the system of developing the creative personality of a future teacher. This made it possible to identify step-by-step measures for integrating the discipline into the complex of vocational pedagogical disciplines. The model is targeted at students of pedagogical specialities since the specifics of the state of pedagogical education in Ukraine were taken into account.

## Results

A future teacher is a person who actively acquires not only professional knowledge but also develops personal qualities that will contribute to effective work with different categories of people and children. Accordingly, art occupies a significant place in his competencies. A future teacher can use art to show a creative approach to various parts of an activity and, as a result, gain the knowledge required regarding unconventional forms of work with children (Tuomi, 2018: 3).

The introduction of the ideas of creative pedagogy in modern professional and pedagogical education determines the growing importance of the creative individuality of the future teacher of a vocational school and encourages the search for effective ways to form this essential integrative quality. The priority of the future teacher's professional training, however, should not only be the development of his creative personality, which, if it becomes the only objective of students' professional formation, can serve as a reason for the growth of his creative personality, but also the creation of such conditions under which this creative personality would become humane, capable of creative self-fulfilment and self-development, and would be inseparable from the general and academic curriculum. We believe that this task can be accomplished by introducing art pedagogy into the system of developing students' creative individuality, as well as by using the creative and developmental capabilities of art pedagogy (Otych, 2009: 41).

Currently, there are several statements of researchers expressing their attitude to the idea of the creative individuality of a teacher through art in different ways. For some scholars, this is possible because there are many medical developments and studies nowadays that confirm the effectiveness of a creative approach to working with children. As a result, by exploring their creative side, potential teachers first form their distinctive personalities and learn how to find unconventional solutions to challenging problems (Burchak, 2022: 60).

However, other researchers believe that the idea of a teacher's creative individuality by means of art is not entirely correct. This is due to the fact that students of pedagogical direction can start paying more attention to art and can significantly advance creative self-fulfilment. This will lead to the fact that they will pay less attention to professional development, and, consequently, they will not be able to acquire the knowledge that will be important for practical experience. At the same time, scientists note that the development of creative individuality during university years may be inappropriate because art is constantly changing; consequently, some forms of work may be irrelevant in a few years, while others may appear when the future teacher completes his studies (Harna, 2021: 11).

Currently, the development of the creative personality of a future teacher is subject to the following unfavourable factors. First and foremost, it is the tendency of recent years to separate the professional field from the aesthetic one. For instance, more and more disciplines are taught to students of pedagogical specialities only in the field that requires professional knowledge. These are both specialized disciplines and those related to pedagogy and psychology, in general. Moreover, the number of aesthetic disciplines is decreasing since it is believed that teachers do not need them, and students should focus only on subjects of their speciality (Bovnegra, 2020: 29).

The technocratic approach to education is a second feature. According to it, all disciplines within the pedagogical speciality should correspond to the future speciality. All other knowledge should be acquired in terms of practical experience, including creativity. As a result, the student receives educational material only in

accordance with his field of study, which leads to applying conservative approaches to teaching children in practice (Masol, 2020: 13).

In addition, professional knowledge is viewed as absolute; that is, it is the only knowledge that a student should acquire. This leads to a decrease in resources for self-development and the lack of opportunity for students to influence the real pedagogical system. Furthermore, the result is that a person is unable to achieve a harmonious balance between rational and creative thinking, which causes issues with both professional and personal self-development (Miraglia, 2016: 29).

It is also worth noting that art in the training of students of pedagogical specialities is mainly considered by higher educational institutions as a way to develop the intellectual component of future teachers. In other words, they should be aware of a little more than their speciality, which will allow them to build a dialogue with different categories of the population. At the same time, art is not considered something that can develop the emotional and psychological sphere. As a result, students do not believe that art can influence the training of their pupils or students, which leads them to use outdated approaches to communicating with children and organizing the educational process (Palamar, 2018: 340).

In addition, pedagogy is not aimed at developing creative individuality despite the reforms in higher education. The goal of modern educational resources and curricula is to prepare students with ordinary knowledge levels for teaching others while also applying a variety of cutting-edge technologies. At the same time, students are often aimed at developing their creative personality; however, university teacher believes that they do not need it, because they are future teachers or lecturers who will work according to a standard program and will not have a real opportunity to develop their creative approaches in the conditions of the existing material and technical base of the institution where they will work (Wozniak, 2022: 45).

Along with this, it is expedient to note the positive aspects of developing the future teacher's creative individuality in art. This is the idea of a "person of culture", according to which a student should not only gain professional knowledge but also broaden his outlook, whereby art and creativity should become objects of study for

the future teacher. After all, when offering students educational material, a teacher or lecturer should correlate it with other areas that have a mutual influence on the development of a particular field. For instance, a music teacher cannot tell students only about correct singing and notes but should provide knowledge about the development of musical art in general, while using a creative approach to displaying knowledge in a visual way (Mikhalchenko, 2021: 4).

Individualization of the student is presented as a process of permanent self-development, where the professional sphere is closely intertwined with the creative beginning. Accordingly, this positive trait influences the future teacher to focus on the fact that he will be developing his creative ideas throughout life. Moreover, he also understands that it is crucial to be not just a specialist who teaches the acquired knowledge to students but a person who can present standard material in an unusual and creative way in order to make students interested in gaining new knowledge (Boryn, 2022: 63).

Besides, modern higher educational institutions often consider art as a way to improve students' mental health. In particular, future teachers may pay considerable attention to professional disciplines and feel psychologically uncomfortable with the fact that they have to acquire knowledge in a difficult way, especially if it is a practical discipline. That is why art as a discipline makes it possible to have a moral rest, relax mentally, and feel harmony in oneself. In addition, it is a way to switch to another type of activity, which contributes to the effective acquisition of knowledge (Punzalan, 2018: 127).

Furthermore, artistic disciplines are subjects that enable the formation of imaginative thinking. This is important for future teachers to be able to think outside the box and formulate thoughts in a way that is understandable to their pupils. By the way, the creative development of students – future teachers allows them to improve their ability to explain complex categories. For instance, if a math teacher explains everything in terms of numbers and quantities, students may not understand the essence of the material. However, if he uses simple comparisons, the effectiveness of the lesson will immediately increase. That is, it can be testified that art has practical benefits. In addition, art makes it possible to look at life in a diverse



way and to form an idea of various representations of the same topic in different types of art. Art also teaches us to perceive certain processes more deeply, especially if they are reflected in different areas of culture (Popel, 2018: 235).

In general, it can be emphasized that the introduction of art to develop the creative personality of a future teacher at modern higher educational institutions is a long and gradual process. To begin with, it is necessary to introduce classes in specialized disciplines that will theoretically cover art issues. After that, artistic disciplines can be introduced as electives, which will be optional for students but will be of their choice. This will make it easier to comprehend how interesting and promising art is in the students' vision. At the same time, it is advisable to systematically assess learning outcomes for students who have not chosen this elective and for those who have chosen the elective. This will make it possible to correlate educational indicators and, thus, find out how effective art is for creative self-development since a creative approach enables more productive solutions to educational and training tasks. Finally, it is necessary to conduct a survey among students on whether they want to include art in the list of academic disciplines. Only after that can art be properly integrated into the educational process as a discipline (Teacher growth).

Nevertheless, this path is long and requires interaction between the administration of higher educational institutions and students. It is quite difficult and time-consuming, and the bureaucracy of modern higher education often hinders such innovations. At the same time, the introduction of art as a separate discipline would solve numerous practical problems in the training of future teachers. For instance, they would learn how to formulate tasks for students in a non-standard form that would stimulate students or pupils to engage in learning activities. In addition, a teacher who uses a creative approach to work is able to demonstrate a complex topic as clearly as possible using available means, thereby stimulating the children's cognitive activity (Vasilyeva, 2021: 47).

Moreover, the introduction of art enables future teachers to develop a broad outlook. Such a student is able to use various innovative technologies and at the same time be creative in solving complex problems. It also makes it possible to

better understand students and their learning motives. In particular, if the teacher asks students to consider the culture of a certain era, it is advisable to demonstrate it by looking at relevant pictures or watching a presentation on the topic, and a creative approach involves asking students to draw a house they would have built if they had lived in that era. This will help to distract students from studying a complex topic, as well as to verify their knowledge since they have to understand what construction materials have been used at that time and what building standards have been applied. In addition, it enhances the interaction of students with the teacher because the teacher does not assess their knowledge but rather advises them (Gjedde, 2018: 11).

In general, the following principles of introducing art into the training of a future teacher can be proposed, which contribute to the development of creative individuality. They are reflected in Table 1.

Table 1 – Principles of introducing art into the training of a future teacher promoting the development of creative individuality

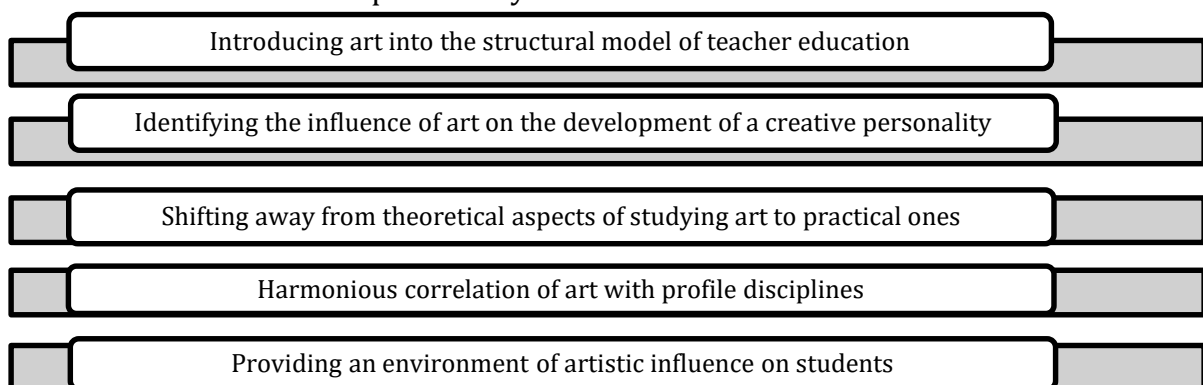
Nº	Principle	The essence of the principle
1	Implementation of a complex of education, science, and art	It is necessary to use a harmonious ratio of pedagogical disciplines (specialized), exclusively scientific disciplines, and artistic disciplines in the training of students. This will contribute to the development of the student's creative personality.
2	Combining cultural, creative, and systemic approaches	The introduction of art should be implemented through the consistent and comprehensive application of disciplines aimed at developing creative thinking and cultural vision.
3	Individualization of the creative personality	It is necessary to take into account the creative abilities of students of pedagogical specialization and their interest in particular areas of culture.
4	Social-cultural identification	The student should identify himself as a member of society who will shape a new generation in the process of his teaching activity. Accordingly, a future teacher should have an understanding of his place in society, which is possible through the development of creative abilities.
5	Ethnic and cultural affiliation	The student's creative development should be consistent with his or her cultural and traditional affiliation with the nation.

Source: compiled by the authors.

In other words, adherence to these principles will allow for more effective implementation of art in the educational and training activities of the future teacher. At the same time, this is a complex, systematic, consistent process that should primarily take into account the orientation of the future teacher's creative personality. However, in conditions of mass pedagogical education, when the number of people wishing to become teachers and lecturers exceeds the real capacity of higher educational institutions, it is difficult to achieve compliance with all the principles. In particular, the principle of individualization of the creative personality requires sufficient scientific and qualified teachers who pay attention to the creative development of each student, which is impossible in mass education (Zhukova, 2022: 102).

At the same time, the following model of introducing art in the system of developing the creative personality of a future teacher can be proposed. It is illustrated in Figure 1.

Figure 1 – The model of implementing art in the system of developing the creative personality of a future teacher



Source: compiled by the authors.

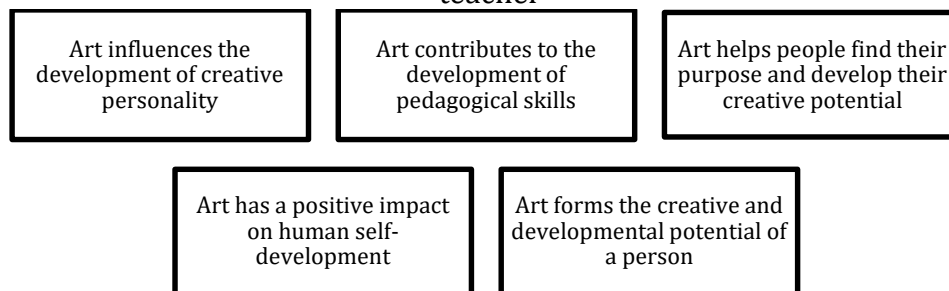
According to the model outlined, the introduction of art is sequential. First, it is necessary to determine the title and essence of the art discipline and the specifics of its inclusion in the curriculum. It is also crucial to competently form a syllabus of the discipline with the definition of class topics. After that, it is necessary to find out how the discipline influences students' creative abilities and whether they see positive changes themselves. The next step is to shift away from the theoretical

study of art to the practical, which means that art should not only have a general dimension but also consist of gaining knowledge from one's own experience. This can include the creation of certain artistic things on their own, without using only a review of theoretical information (Skoryk, 2018: 7).

It is challenging to reach the stage where art and profile disciplines are in perfect harmony. For instance, if there are a lot of artistic disciplines, the student risks gaining less profile knowledge. On the other hand, the emphasis on profile knowledge negatively affects creative self-development. In other words, it's crucial to strike the ideal balance that will enable the future teacher to develop both as a professional and as a creative individual. In particular, this is possible by including artistic disciplines in electives, that is, by separating artistic disciplines from the basic ones, thereby focusing on the student's choice (Shen, 2021: 440).

At the same time, when introducing art into the disciplines of the pedagogical cycle, it is necessary to pay attention to the place of art in the development of the future teacher's creative personality. This is shown in Figure 2.

Figure 2 – The place of art in developing the creative personality of a future teacher



Source: compiled by the authors.

Emphasis on the aspects outlined in the model will make it possible to introduce art into the higher education system at a faster pace. At the same time, art really influences the development of a person's creative personality. It helps students in realizing their mission and identifying their abilities. Along with this, art influences the development of pedagogical skills since a teacher must be able not only to present the material in a proper way but also to find a common language

with students and interest them in learning. This is often possible only by discussing artistic topics that are common to many people (Sydorenko, 2022: 270).

In addition, art helps a person find his mission and develop his creative potential. For instance, a student may not perceive himself as a qualified teacher, but a creative approach to work will allow him to enjoy the profession or find another field of activity. After all, art has a positive effect on a person's self-development since learning new things not only broadens one's horizons but also achieves success in a particular field (Sole, 2020: 210).

A person can actively promote art to the general public by cultivating a creative attitude since art develops a person's creative and developmental potential. Thus, by teaching children, the teacher contributes to the formation of their understanding of the beauty of art and its positive impact on human life (Sotska, 2019: 18).

Therefore, it is possible to summarize and propose the following approach to a comprehensive study of the influence of art on the teacher's creative personality. The first stage involves a theoretical analysis of the research problem, namely: study of philosophical, scientific and methodological literature; analysis of the theory and practice of using art in the creative development of the future teacher; formulation of a working hypothesis, definition of tasks, development of a program and research methodology (Teague, 2016: 14).

The second stage is subordinated to the goal of analyzing the state of practical development of the problem and includes the elaboration of methods and conducting a confirmatory experiment in order to determine the typology and levels of formation of creative individuality in future and working teachers of vocational schools (Fawadi, 2017: 28).

The third stage is aimed at developing and experimentally verifying the effectiveness of the organizational and methodological system for developing the creative personality of future vocational teachers by means of art in the course of the formative experiment. It involves systematization, generalization, testing and implementation of the research results (Cook, 2019: 43).

Generalization of the research results makes it possible to draw the following conclusion. The introduction of art pedagogy into the system of developing the future teacher's creative personality meets the requirements of the formation of a self-actualized personality, a person of culture with an inherent creative personality. His formation is achieved through the integration of art and artistic knowledge into the system of professional and pedagogical training in order to give it a creative and developmental character, freedom and self-determination. Therefore, the strategy of developing this essential integrative quality in students of pedagogical direction should involve shifting them away from uniformity and directing them to perform professional and pedagogical activities in their own style, providing them with the opportunity to conduct professional work, using art as a means corresponding to their creative individuality.

## **Discussion**

Therefore, the issue of art in the system of developing the creative personality of a future teacher is quite controversial. Some researchers believe that art and creative individualization are not necessary for teachers. However, other scholars argue that art and creative individualization play a significant role in the formation of a full-fledged teacher's personality. In addition, it is determined that art is not represented in the complex disciplines of professional-pedagogical direction, but it is noted that the direction of "human culture" is being promoted, which provides for the inclusion of art disciplines in various educational complexes. That is, a certain contradiction arises. Additionally, there are numerous aspects to the model of incorporating art into the system of fostering the future teacher's creative personality, even though all that is involved occurs during implementation, which is challenging to divide into separate processes. This is precisely why the issue of art in the system of developing the creative personality of a future teacher requires further in-depth study.

## Conclusions

It can be concluded that the scientific article has studied and characterized art in the system of development of the future teacher's creative personality. According to the research conducted, it has been established that art can form the creative personality of a student of pedagogical direction, which, as a result, leads to developing the ability to transfer the acquired knowledge to students in a non-standard form. At the same time, the positive aspects and unfavourable factors regarding the introduction of art into the pedagogical system of Ukraine have been identified.

The place of art in the development of creative individuality has been determined. Art has a positive impact on a person's self-development and his desire for creative self-fulfilment. At the same time, the current state of introducing art into the complex of specialized pedagogical disciplines can be considered unsatisfactory since there are a significant number of factors impeding its integration. The main factors are prioritizing profile disciplines by teachers, the lack of understanding by the teaching staff of the importance of art for developing a creative personality, and the preservation of technocracy at higher educational institutions.

The principles of introducing art into the training of a future teacher, which contribute to the development of creative individuality, have been revealed. The principles of introducing art into the training of a future teacher that contributes to developing a creative personality include as follows: the introduction of a complex of education, science, and art; a combination of cultural, creative, and systemic approaches; individualization of a creative personality; social-cultural identification; ethnocultural affiliation. Their application will harmonize the ratio of specialized and artistic disciplines.

A model of introducing art in the system of developing the creative personality of a future teacher has been developed. The model of introducing art into the system of developing the creative personality of a future teacher includes the following components: introduction of art into the structural model of pedagogical education, revealing the influence of art on the development of a

creative personality, shifting away from theoretical study of art to practical, harmonious correlation of art with profile disciplines, providing an environment of art influence on students. Each stage is a complex process that requires the integration of art into pedagogical disciplines at all levels.

The place of art in developing the creative personality of a future teacher has been characterized. Art plays an essential role in the development of a future teacher's creative personality. Its influence on the creative personality of a student – the future teacher can be characterized by the fact that art influences the development of a creative personality; art contributes to the development of pedagogical skills; art helps a person find his or her purpose and develop creative potential; art has a positive effect on human self-development; art forms the creative and developmental potential of a person.

However, this issue has only been partially explored and requires further studies. Therefore, it is crucial to determine the specifics of introducing art into the range of profile disciplines based on practical experience, as well as to establish the real value of art as a factor in developing the creative personality of a student – future teacher. As a result, it is also expedient to identify the psychological aspects of the development of a creative personality under the influence of art.

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