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## DEVELOPMENT OF CREATIVE POTENTIAL OF ADOLESCENT CHILDREN BY MEANS OF MUSICAL IMPROVISATION

*The article is devoted to the problem of developing the creative potential of adolescents by means of musical improvisation. The purpose of the work is to carry out a theoretical analysis of the problem of developing the creative potential of adolescent children through musical improvisation. To achieve this goal, a set of methods was used, including general scientific methods, which include analysis, synthesis, generalization, systematization, and which were used to determine the state of development of the problem of the studied phenomenon. A prominent place is given to specific scientific research methods: terminological analysis, which provided a definition of the term «musical improvisation»; historical, genetic and retrospective analysis, which allowed to characterize the historical aspects of the formation and development of musical improvisation. Using the method of scientific extrapolation, a methodology for developing the creative potential of adolescents through musical improvisation is proposed.*

*The study presents the definition of «musical improvisation». The latter is the process of creating or performing music in real time, without prior preparation. It is argued that musical improvisation is an important factor in the development of the creative potential of adolescent children, as it stimulates creative thinking and allows them to freely express emotions and ideas, promotes the development of listening and collaboration skills. It is proved that it is musical improvisation that encourages adolescents to take experimental actions and find unique musical solutions, which further enhances their ability to express themselves creatively.*

*It is stated that the development of the creative potential of adolescent children is based on specific methods, namely: improvisational workshops with famous musicians, online musical collaborations, improvisational tasks, the use of technology, synthesis with other arts, personal improvisational diaries.*

**Key words:** *musical improvisation, development, adolescent children, creative potential, development methodology.*

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## РОЗВИТОК ТВОРЧОГО ПОТЕНЦІАЛУ ДІТЕЙ ПІДЛІТКОВОГО ВІКУ ЗАСОБАМИ МУЗИЧНОЇ ІМПРОВІЗАЦІЇ

*Стаття присвячена проблемі розвитку творчого потенціалу підлітків засобами музичної імпровізації. Мета роботи – здійснити теоретичний аналіз проблеми розвитку творчого потенціалу дітей підліткового віку засобами музичної імпровізації. Для досягнення поставленої мети використано комплекс методів, зокрема загальнонаукові, що передбачають аналіз, синтез, узагальнення, систематизацію та які використовувалися з метою з'ясування стану розробленості проблеми досліджуваного феномену. Чільне місце відведено конкретно-науковим методам дослідження: термінологічний аналіз, який забезпечив визначення терміну «музична імпровізація»; історико-генетичний та ретроспективний аналіз, що дозволив охарактеризувати історичні аспекти становлення та розвитку музичної імпровізації. Завдяки методу наукової екстраполяції запропоновано методику розвитку творчого потенціалу підлітків засобами музичної імпровізації.*

*У дослідженні представлено дефініцію «музична імпровізація». Остання виступає процесом створення чи виконання музики в реальному часі, без попередньої підготовки. Аргументовано, музична імпровізація є важливим чинником у розвитку творчого потенціалу дітей підліткового віку, оскільки стимулює креативне мислення та дозволяє вільно виражати емоції і ідеї, сприяє розвитку навичок слухання та співпраці. Доведено, саме музична імпровізація спонукує підлітків до експериментальних дій та знаходити унікальні музичні рішення, що додатково підсилює їхню здатність до творчого самовираження.*

*Констатовано, розвиток творчого потенціалу дітей підліткового віку базується на окремих методиках, а саме: імпровізаційних воркшопах з відомими музикантами, музичних колабораціях в режимі онлайн, імпровізаційних задачах, використанні технологій, синтезі з іншими видами мистецтв, персональних імпровізаційних щоденниках.*

**Ключові слова:** музична імпровізація, розвиток, діти підліткового віку, творчий потенціал, методика розвитку.

**Relevance of the research topic.** One of the most important aspects of musical creativity is musical improvisation. The latter provides direct and spontaneous expression of musical ideas. Musical improvisation includes the processes of creating new musical phrases, rhythms and harmonies in real time without prior preparation. In the context of adolescence, when the development of creative abilities is critical. As a result, musical improvisation becomes an important tool for stimulating individual creativity. That is why the role of musical improvisation in the development of adolescents' creative potential, as well as the methods that can be used to effectively implement improvisational practice in the educational process, is a particularly relevant issue.

**Analysis of research and publications.** In the context of the phenomenon under study, the work of I. Denysiuk is of great importance, in which the author focuses on the issues of musical improvisation. The problems of musical improvisation, in particular its types, are covered by B. Stetsiuk. The research of V. Myroshnychenko and S. Smetana, who detail the model of forming improvisation skills of future vocalists and the development of guitarists' creative activity through improvisation, is also relevant.

The works of foreign scholars who address the problem of improvisation, in particular in the field of musical art, have become valuable. L. Higgins, J. Mondanaro, and others. However, the analysis of scientific thought suggests that musical improvisation as a means of developing the creative abilities of adolescents has not been the subject of a comprehensive study.

**The purpose of the study.** To carry out a theoretical analysis of the problem of developing the creative potential of adolescent children by means of musical improvisation.

**The research methodology.** In order to achieve this goal, we used a set of methods, including general scientific methods, which include analysis, synthesis, generalization, systematization, and which were used to determine the state of development of the problem of the phenomenon under study. A prominent place is given to specific scientific research methods: terminological analysis, which provided a definition of the term «musical improvisation»; historical, genetic and retrospective analysis, which allowed to characterize the historical aspects of the formation and development of musical improvisation. Using the method of scientific extrapolation, a methodology for developing the creative potential

of adolescents through musical improvisation is proposed.

**Presenting main material.** Based on the analysis and synthesis of scientific literature, we have found that musical improvisation has become the object of scientific research by a number of researchers. From this perspective, using the terminological analysis, we found that J. Mondanaro understands musical improvisation as the process of creating music on the spot, without prior composition or preparation. The researcher notes that musical improvisation can include playing instruments, singing, or creating music in real time. Depending on the context and genre of music, the latter can be structured or free (Mondanaro, 2021: 49). Instead, L. Higgins notes that musical improvisation is the process of creating music in real time, without prior preparation or written notes. Musical improvisation is one of the oldest and most versatile forms of musical expression, spanning a variety of genres and cultures. From jazz to classical music, from folklore to modern electronica, musical improvisation occupies a prominent place in these genres (Higgins, 2013: 31). Referring to the scientific work Sun Yuan, we have come to the conclusion that musical improvisation is a special art of creating and performing music spontaneously, without pre-prepared materials (Сунь Юань, 2023: 124).

Based on historical and genetic analysis, we found out that musical improvisation dates back to ancient times. It gained special development in ancient times. It has been argued that in ancient Greek and Roman musical cultures, performing musicians systematically resorted to improvisation based on established melodic and rhythmic structures. Later, during the Middle Ages and the Renaissance, improvisation was an integral part of musical life, particularly in the performance of polyphonic music. The Baroque era is marked by the flourishing of musical improvisation, namely in the work of harpsichordists and organists. The greatest composer of this era was Johann Sebastian Bach, one of the famous masters of improvisation of fugues and other complex musical forms.

Following a retrospective analysis, we found that the most famous example of musical improvisation in the modern world is jazz improvisation. It originated in the early twentieth century in the United States, combining African rhythms, European harmonies, and blues melody. Jazz musicians such as Louis Armstrong, Charlie Parker, Miles Davis, and John Coltrane became icons of musical improvisation and brought their unique style and technique to the art

we present. Note that jazz improvisation is based on harmonic structures (for example, blues chords) and each musician has the ability to freely vary melodies, rhythms and harmonies, creating new music based on the main theme (Martyniv, 2023: 83).

Despite the fact that jazz has gained the greatest popularity due to its improvisational component, other musical genres also actively use this approach. For example, in rock music (blues rock, progressive rock), guitar solos are often the result of spontaneous improvisation. Turning to the peculiarities of musical improvisation, it is worth noting that classical music has not lost its improvisational tradition, where modern composers and performers create music in real time, based on their own musical knowledge and intuition.

We emphasize that musical improvisation is a complex psychological process that requires a high level of concentration, creative thinking, and musical intuition and is a powerful tool for developing the creative potential of children, particularly adolescents. Musical improvisation requires a musician to be spontaneous, flexible, and most importantly, ready to experiment. Adolescence is a period of intense change and development. It is a special stage of life characterized by a number of physical, emotional, social and cognitive changes.

Using a comparative analysis, we have identified the main features that are characteristic of adolescence. Thus, adolescents are characterized by physical changes that include puberty and intensive growth and development. That is why children of this age group experience rapid growth and changes in their bodies, which often leads to embarrassment and insecurity due to rapid changes in appearance. It is also important to focus on the emotional changes that correlate with the search for identity in adolescents. We explain our opinion by the fact that adolescent children are actively searching for their own self and their place in the world. As a rule, adolescents try to understand who they are and what they want in life. This is accompanied by experiments with different roles and styles. In the context of the phenomenon under study, it is important to note that adolescence is characterized by social changes that provoke a desire for independence from their parents. As a result, children systematically enter into conflicts with their parents and defend their right to independence and privacy. Friendships and social ties with their peers are a central part of adolescent's social life. Thus, group interactions are of particular importance (Денисюк, 2016: 19).

Notably, adolescents begin to think more abstractly and critically. They usually analyze complex ideas,

consider different points of view and predict possible consequences. It is at this age that children often ask questions about the meaning of life, morality and values. They begin to form their own views and beliefs. We emphasize that teenage children are ready to experiment with different aspects of their lives, including clothes, hobbies, and music. That is why we consider it important to focus our attention on the issues of musical improvisation and consider how the latter affects the creative development of adolescents.

Summarizing the above, we can say that musical improvisation contributes to the development of creative thinking of adolescents. By requiring adolescents to create music on the go, musical improvisation encourages children to actively use their imagination. Teenagers learn to invent new melodies, harmonies and rhythms, which in turn expands their creative horizons. We also note the fact that the process of musical improvisation encourages adolescents to experiment with different sounds and musical styles, which provides an opportunity to vary new ideas and develops confidence in their own creative abilities (Твердохліб, 2016: 505).

Considering the influence of musical improvisation and its importance for the creative potential of adolescents, it is advisable to emphasize the importance of the latter in the development of musical ear. During musical improvisation, it is important for adolescents to listen carefully to other musicians and respond to their ideas, which helps to develop their ear for music and the ability to perceive complex musical structures. Such actions are an important aspect of creative thinking. Given that musical improvisation requires instant decision-making, we can say that it contributes to the development of children's quick and flexible thinking. As a result, teenagers learn to adapt quickly to changes and choose the best musical solutions. We have found that musical improvisation provides adolescents with the opportunity to express their emotions and ideas through music, which contributes to the development of an individual musical style and creative identity, as well as to finding their own voice in the art world.

In the context of the problem of developing adolescent's creative abilities through musical improvisation, the expansion of their musical horizons is of great value. Thus, getting acquainted with different musical styles and traditions during musical improvisation helps to broaden the musical horizons of adolescents. They discover new genres, techniques, and cultural influences, which stimulates their creativity and desire to further study music (Сметана).

In detailing the influence of musical improvisation on the creative potential of adolescents, it is appropri-

ate to pay attention to the technical component of the presented phenomenon. We state that musical improvisation plays a special role in singing techniques (vocal improvisation) and is also appropriate when playing instruments. By improvising with instruments, adolescents quickly adapt to different musical situations and learn to instantly change their own approaches to playing. Such actions ensure the flexibility and adaptability of adolescent musicians. At the same time, systematic improvisations help adolescents better understand their instrument. Children explore its possibilities, learn to use different techniques and methods, which increases their overall musical skills. It is worth noting that musical improvisation contributes to the development of fine motor skills. As teenagers perform complex technical passages without prior preparation, their coordination of movements and speed of reaction improve. During musical improvisation, children resort to new techniques that become part of their permanent arsenal. As a result, it enriches children's technical abilities and makes the game more expressive (Мирошниченко, 2022: 90).

Covering the theoretical aspects of the problem of musical improvisation as a means of developing the creative potential of adolescents, it is important to clarify the important issue of adolescent's ability to emotional expression and artistry. Thus, musical improvisation is a kind of therapy where children freely express their own experiences, feelings, and moods. An important aspect of musical improvisation is its impact on adolescent's self-esteem and self-confidence. After all, during musical improvisation, children resort to trust over their musical decisions (Стецюк, 2020: 180).

The artistic capabilities of adolescents are especially important. Given that musical improvisation requires adolescent children to have technical skills, musical ear, and the ability to express themselves, the latter ensures the development of artistic skills and the ability to perform. However, we argue that for the effective development of adolescent's musical and improvisational competencies, it is important to integrate the latter into the educational process of music schools or clubs.

Summarizing the above scientific and theoretical achievements, we have come to the conclusion that the development of the creative potential of adolescent children depends not only on musical improvisation, but also on innovative methods, which are an important tool in the context of the problem under study. As a result, we propose the author's development of relevant methods, including: improvisational workshops with famous musicians – organization of master classes with professional musicians spe-

cializing in improvisation. Such activities motivate teenagers by showing them a variety of styles and techniques. Significant is the online music collaborations – using online music collaboration platforms. The presented methodology encourages adolescents to improvise collectively with other musicians from different parts of the world. Such interregional collaboration expands knowledge, skills, and abilities, enriches musical horizons, and allows children to vary across cultures and styles. In this context, the following are valuable improvisational tasks – introduction of creative tasks, such as improvisation on a given topic, improvisation of a proposed text, etc. These activities stimulate imagination and allow adolescents to experiment with different approaches.

We recommend use of technology. The use of music applications and software to create and record improvisations. This encourages adolescent children to work with electronic sounds, effects, and remixes. Moreover, there is an expansion of the creative range of children and their technical capabilities. Also, synthesis with other arts – combining musical improvisation with various art forms, such as dance, theater or visual arts, creates a multidisciplinary approach that stimulates the comprehensive development of adolescent's creative potential. Important is the personal improvisational diaries – encouraging adolescents to keep music diaries where they record their musical improvisations on a daily basis, as well as record individual ideas, etc. The latter helps to track the progress of students and encourages them to discover new musical concepts.

Thus, we can say that the methods we have proposed are aimed at making the process of learning musical improvisation interesting, accessible and motivating, encouraging adolescents to actively develop their own creative potential.

**Conclusion.** Based on the application of general scientific and specific scientific research methods, a theoretical analysis of the problem of developing the creative potential of adolescent children through musical improvisation was carried out. It has been established that musical improvisation is the process of creating music in real time, without prior preparation or musical notation, as well as the spontaneous performance of musicians or a group of musicians who invent melodies, harmonies, rhythms and other musical elements on the spot, guided by their own intuition, technique and musical experience. It has been proven that musical improvisation plays an important role in the development of adolescent's creative potential. The latter stimulates creative thinking, allows for free expression of emotions and ideas, and develops listening and collaboration skills. Musical improvisation

encourages experimentation and finding unique musical solutions. It has been stated that the development of the creative potential of adolescent children is based on certain methods, namely: improvisational work-

shops with famous musicians, online musical collaborations, improvisational tasks, the use of technology, synthesis with other types of art, personal improvisational diaries.

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