PSYCHOLOGICAL CHARACTERISTICS OF CREATIVE THINKING AND SOCIO-COGNITIVE DEVELOPMENT IN MUSIC EDUCATION STUDENTS

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Abstract. This article analyzes the psychological characteristics of creative thinking and socio-cognitive development in students of music education. In the modern educational paradigm, the development of not only professional knowledge and skills of the student, but also his creative potential, social adaptability and cognitive activity is recognized as an important task. Psychological research shows that creative thinking is associated with divergent thinking, original problem solving, the creation of new ideas and the formation of innovative approaches. At the same time, socio-cognitive development encompasses the ability of a person to understand himself, analyze social situations, empathize, communicate and manage his own behavior. In the process of musical activity, students develop creative thinking through creative research, improvisation, musical interpretation and collective performance. It is these types of activity that serve to activate the mechanisms of observation, reflection, interaction and social learning in them. According to Albert Bandura's social-cognitive theory, personality development occurs through the processes of observation, modeling, and self-regulation. The musical educational environment creates favorable psychological conditions for the effective manifestation of these processes.
The results of the study show that students with a high level of creative thinking also have relatively high indicators of socio-cognitive development. This confirms the potential of musical education not only for aesthetic and professional development, but also for psychological development. The article discusses the interrelationship of creative thinking and socio-cognitive development in the process of musical education, as well as the psychological mechanisms of their development.

Keywords: creative thinking, socio-cognitive development, music education, pedagogical psychology, developmental psychology, students, creativity, socio-cognitive theory, communicative competence, reflection.

Introduction. Ensuring creative thinking and socio-cognitive development of students in the modern education system is one of the important pedagogical and psychological tasks. In the conditions of globalization and the rapid development of information technologies, future specialists are required not only to have professional knowledge, but also to have a creative approach, independent thinking and effective communication skills.
If creative thinking in psychology is interpreted as the ability to create new ideas and find innovative solutions to problems, then socio-cognitive development encompasses a person's skills to understand the social environment, manage their behavior and cooperate effectively. According to Albert Bandura's socio-cognitive theory, these qualities are formed in the process of observation, modeling and assimilation of social experiences.

Music education creates a favorable environment for the development of students' creative thinking, empathy, reflection and communicative competence. Therefore, studying the psychological characteristics of creative thinking and socio-cognitive development in students of the music education field and determining their interrelationships is of urgent scientific and practical importance.

Purpose and relevance of the study. Today, in the education system, along with the professional training of future specialists, the development of their creative thinking, social activity and socio-cognitive competencies is considered one of the priority tasks. In particular, the future pedagogical and creative activities of students of the music education direction depend not only on musical knowledge and skills, but also on the ability to think independently, communicate effectively, work in collaboration and correctly assess social situations. Therefore, the study of the psychological aspects of creative thinking and socio-cognitive development is of significant scientific and practical importance.

The relevance of the topic is that although there are studies aimed at developing the creative potential of students in the process of modern music education, there are not enough scientific works devoted to a comprehensive study of the relationship between creative thinking and socio-cognitive development from a psychological point of view. Determining the impact of musical activity on the social perception, empathy, reflection and communicative competence of the student is one of the important factors in increasing the effectiveness of education. The purpose of the study is to identify the psychological characteristics of creative thinking and socio-cognitive development in students of the direction of music education, analyze the interrelationship between them, and scientifically substantiate effective psychological mechanisms for the development of these qualities in the process of music education. To achieve this goal, the tasks were set to analyze the psychological content and structural components of creative thinking, identify the main indicators of socio-cognitive development, study the impact of musical activity on these processes, and develop scientific and practical recommendations for the development of students' creative and socio-cognitive competencies.

Theoretical and methodological foundations of the study. The theoretical and methodological basis of this study is scientific research conducted in the fields of psychology, pedagogy, music pedagogy and developmental psychology. The study analyzed the issues of creative thinking and socio-cognitive development based on modern psychological approaches, and highlighted the possibilities of music education in developing these processes.

The study relied on the scientific views of J. Gilford, E. Torrens, R. Sternberg and H. Gardner in studying the phenomenon of creative thinking. J. Gilford interpreted creativity as a product of divergent thinking, distinguishing its components such as fluency, flexibility and originality. E. Torrens associated creative thinking with the ability to identify problems, put forward new ideas and develop innovative solutions. These theories are important in explaining the mechanisms of creative thinking manifested in the process of musical activity.

One of the important theoretical sources of the study is A. Bandura's socio-cognitive theory. According to him, personality development occurs as a result of the interaction of personal factors, behavior and the social environment. Mechanisms of observation, modeling and self-regulation play an important role in the socio-cognitive development of students. Also, L.S. Vygotsky's theory of cultural-historical development was used as a methodological basis. This

theory substantiates the importance of the social environment and cultural experience in personality development.

Research on the psychology of music confirms the positive effect of musical activity on emotional-intellectual development. Regular engagement in music develops attention, memory, imagination, emotional intelligence and creative thinking. In particular, the processes of improvisation and musical interpretation serve to form creative thinking.

The research was conducted on the basis of systematic, person-oriented and competency-based approaches. These approaches allowed for a comprehensive analysis of the relationship between creative thinking and socio-cognitive development, as well as the importance of music education in the development of the student's personality.

Research results and analysis. The study analyzed the relationship between creative thinking and socio-cognitive development in music education students. The results showed that students who regularly engage in musical activities have a higher level of creative thinking, as well as better developed socio-cognitive indicators. In particular, students who actively participate in musical improvisation, creative tasks, and collective performance activities were distinguished by their ability to think independently, put forward new ideas, and flexibly approach problems.

The analysis showed that students with a high level of creative thinking demonstrate more originality and creative initiative in interpreting musical works. At the same time, they also developed socio-cognitive qualities such as empathy, reflection, social perception, and communicative competence. It was found that collective musical activities serve to strengthen students' skills in cooperation, listening to others' opinions, and establishing effective communication in a group.

From the perspective of Albert Bandura's social cognitive theory, observation and modeling mechanisms play an important role in the process of music education. Students improve their performance by absorbing the experience of their teachers and peers, which develops their self-management and self-assessment skills.

Conclusion. The results of the study confirmed that music education is one of the effective factors in the formation of creative thinking and socio-cognitive development. Musical activity serves to develop students' creative thinking, empathy, communicative competence and social adaptability. The interdependence of creative thinking and socio-cognitive development indicates the need to develop them in the process of music education based on an integrative approach. Therefore, the widespread use of improvisation, creative tasks and collective musical activities in educational practice serves to develop the professional and personal competencies of future music teachers.

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