

PECULIAR PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF MUSIC LESSONS IN THE DEVELOPMENT OF ARTISTIC AND AESTHETIC TASTE OF ELEMENTARY SCHOOL STUDENTS

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Annotation: This article discusses the unique pedagogical and psychological features of music lessons in the development of artistic and aesthetic taste of elementary school students.

Keywords: neoplasms, perception, thinking, intuition, image, thinking

Primary school age is a special age. A child of this age is optimistic and inquisitive. Still very active, emotional, loves to play and fantasize. His mood changes quickly. At the same time, he is completely independent, has his own views and opinions, and does not always accept someone else's opinion without proof. The skill of a teacher is reflected in how much he can captivate his students with his art. It is the responsibility of music teachers to teach them to feel and to be in psychological contact with feelings. According to psychologists, a child between 7-10 years of age is characterized by the presence of psychological neoplasms¹.

The famous child psychologist L.S. Vygotsky wrote: "The most important content of development at a critical age is the emergence of neoplasms"².

A neoplasm is something that distinguishes the developmental results of a certain age stage from the developmental results of an earlier stage and belongs to the psychological sphere (speech, thinking, perception, imagination) and personality³.

The characteristic features of any healthy child of primary school age are interest in the phenomena of the surrounding world, cognitive activity, the manifestation of interest not only in the objects that surround him, but also in distant, abstract things⁴.

It is necessary to take into account the psychological laws of aesthetic perception when organizing aesthetic education. The phenomena of the surrounding reality are not initially seen in an aesthetic way: before they become such, they must be meaningful, comprehensible. Therefore, first of all, it is necessary to help teachers to understand the phenomena and forms of

¹ Мухина В.С. Возрастная психология: феноменология развития, детство, отрочество: Учебник для студ. вузов. – 6-е изд., стереотип. – М.: Изд. центр «Академия», 2000.

² Немов Р.С. Психология: Учеб. для студ. высш. учеб. заведений: В 3 кн. – 3-е изд. – М.: Гуманит. изд. центр ВЛАДОС, 2000. – Кн. 2.

³ Возрастная и педагогическая психология: Хрестоматия. / Сост. И.В.Дубровина и др. – М.: Академия, 2000

⁴ Мухина В.С. Возрастная психология: феноменология развития, детство, отрочество: Учебник для студ. вузов. – 6-е изд., стереотип. – М.: Изд. центр «Академия», 2000.

beauty, aesthetic problems, which are becoming more and more complicated, taking into account the age characteristics of students.⁵

In order to cultivate aesthetic perception in young students, it is very important to study literary works, listen to music and use comparison methods when looking at pictures and encourage them to evaluate these works, express their attitude to their advantages and disadvantages. Asking children the simplest questions aimed at determining what they like in this or that work, which picture or music tone is better sharpens their perception and encourages them to evaluate value⁶.

The most important aspect of artistic-aesthetic perception is the concentration of these feelings. While perceiving high artistic works that vividly reflect reality, students feel joy or anger, anxiety or hope. These feelings cause a desire to live according to the laws of beauty⁷. Listening to music alone is not enough to achieve harmony, it is necessary to learn to understand music. The formation of the process of musical perception in young students should begin with the awakening of emotions, the formation of emotional sensitivity, as part of musical and aesthetic culture⁸.

Necessary conditions for full musical perception are: systematic pedagogical guidance, emotional openness of teachers and children (joy, surprise, admiration for music), interesting form of presentation of musical knowledge; small volumes of musical works⁹.

In all observations, the possibilities of music are really huge: it reveals the inner world of a person with special brilliance; develop in time and convey the movement of feelings and thoughts in all subtle shades; can reflect the emotional aspects of the intellectual and willful qualities of a person, and this allows him to reveal the psychological state of people, their character. With the help of music, a person perceives the world, learns to think, joins the culture of the people. On the basis of this, a moral and civil position is formed, which contributes to the development of the child's personality.

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⁵ Подласый И.П. Педагогика: Новый курс: учеб. для студ. высш. учеб. заведений: В 2 кн. – М.: Гуманит. издат. центр ВЛАДОС, 2003. - Кн. 2: Процесс воспитания.

⁶ Кудина Г.Н. и др. Как развивать художественное восприятие у школьников. – М.: Знание, 1988.

⁷ Подласый И.П. Педагогика: Новый курс: учеб. для студ. высш. учеб. заведений: В 2 кн. – М.: Гуманит. издат. центр ВЛАДОС, 2003. - Кн. 2: Процесс воспитания.

⁸ Безбородова Л.А., Алиев Ю.Б. Методика преподавания музыки в общеобразовательных учреждениях: Учеб. пособие. – М.: Издательский центр «Академия», 2002.

⁹ Виноградов Л. Система общего музыкального воспитания // Начальная школа: Газ. – 2004. - №35.

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