

*A. Romanyuk
Master Student,
I. Samoylyukevych,
PhD (Education), Associate Professor,
Zhytomyr Ivan Franko State University*

THE DEVELOPMENT OF MUSICAL ABILITIES OF STUDENTS OF GRADES 1-3 OF MUSIC SCHOOL BASED ON EDUCATIONAL AND PEDAGOGICAL MATERIAL

All parents want their children to be fully developed. A great role in the upbringing of a child is played by music. Music education presupposes the development of musical skills and abilities in the learning process. However, in order to develop skills and abilities, children need to have innate abilities. For this reason, musical abilities are an important factor for studying in a music school. Therefore, in the article we will consider the types of musical abilities, ways of their development in grades 1-3 and give examples from the pedagogical experience.

Music education is a field of practice in which educators are trained for careers as music teachers in an elementary or secondary school, in a music conservatoire or as ensemble directors. Music education is also a research area in which scholars do original research on ways of teaching and learning music. Music education scholars publish their findings in peer-reviewed journals, and train undergraduate and graduate students in higher education institutions to become music teachers [2].

During the 20th century, many distinctive approaches were developed or further refined for the teaching of music, some of which have had a widespread impact. The Dalcroze eurhythmics method was developed in the early 20th century by Swiss musician and educator Émile Jaques-Dalcroze. The Kodály Method emphasizes the benefits of physical instruction and response to music. The Orff Schulwerk approach to music education leads students to develop their music abilities in a way that parallels the development of western music [2].

Musical abilities include musicality, the musical ear, rhythm, memory, and performing skills. Starting from the 1st grade, the teacher begins to work on the development of each ability. This will help students understand, actively perceive music, and perform works accurately.

All musical abilities develop in the process of active performance. The way to develop them is to listen to and perform music. However, an important factor is also the desire to do art, constant attention and ability to work. Performance of a song helps the teacher analyze the musical ear, rhythm, and performing skills. For the development of rhythm, we use clapping rhythmic patterns; for the development of the musical ear, we need to solfeggio different melodies. Performing skills develop when students play in a concert; musical memory develops when we memorize musical works.

It is useful to give some examples from the pedagogical experience. The most important thing for the development of abilities is to expand the repertoire by studying different pieces of music and different music styles. As an example, for

developing rhythm, we recommend performing jazz songs where we have difficult rhythmic patterns (N. V. Mordasova's "Boogie-woogie", "Draw"; D. Kramer's "14 Jazz Etudes"; D. Mehegan's "Ragtime"; O. Peterson's "Jazz for Young Pianists". For the development of musicality it will be useful for students to play songs with titles, they help to create an image and perform musically (V. Kosenko's "Doschik" ("Rain"); E. Grieg's "Dwarf March"; Rogers' "Toy Parade"). For the development the musical ear we recommend polyphonic preludes and fugues (J. S. Bach's "24 Preludes and Fugues", Chiurlionis' "Fugetta", "Music book" by Annie Magdalena Bach »).

This article emphasizes the necessity of developing young learners' musical abilities. As certain abilities may be underdeveloped, teachers and students need to maximize their efforts and overcome difficulties together.

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