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THE FORMATION OF TWO-PART SINGING SKILLS IN YOUNG LEARNERS IN A MUSIC SCHOOL FOR CHILDREN

The problem of the development of creativity and creative abilities in students has been of interest at different times not only to famous teachers, but also to researchers, thinkers, philosophers, and scientists. Considering creativity of a child, it should be emphasized that students often do not create something completely new, but the creation, the discovery of what is subjectively new for this child is already a manifestation of his/her creativity. Of all the arts, music is the most effective for the development of creative abilities of primary school children because music affects children's feelings and emotions. In this article, we will explore the concept of creative skills, ways of their development, and the role of singing in this context.

Skills may be defined as actions components of which become automatic in the process of their formation. According to the types of actions, there are also types of skills: motor, sensory, and intellectual. Skills are required in all activities: training, work, games, etc.

Choral singing is an effective means of educating children. It unites them into a single friendly team, organizes and disciplines, and most importantly - develops children's musicality, memory, thinking, speech, perception and other mental processes. The level and quality of development of musical abilities completely depends on application of effective methods of training. The formation of children's polyphonic singing skills begins with educating them to pay attention to their performance and performance of songs by their peers, with the development of the ability to hear the sound quality (clear, bright, light, loud, clamped, etc.). In parallel, the ability to listen to the individual elements of a simple monophonic melody develops.

An effective preparation technique for two-part singing is to study monophonic songs with accompaniment that does not duplicate the melody. When starting work on two-part melodies, it is necessary to ensure that students learn to listen to both voices, performing one of them. For this purpose, a number of exercises is used, according to which the class is divided into 2 groups and each of them in turn sings their own melody. Work on a two-part song should begin with an analysis of the movement and nature of each voice. One can start learning with any voice, although it is better to first learn the melody because in this way children form an artistic perception of the work and it is better absorbed by children.

Next, we suggest learning with two voices when one voice stands still and the other moves. At the same time it is necessary to change voices so that pupils could hear both voices and were able to hold both a melody and a long sound. After that you can study the canons. You can also use playing instruments to develop

harmonious hearing skills. Besides, the same choral work can be performed on different instruments so that children can hear both voices in their performance.

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