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FEATURES OF MUSICAL THEATER ACTIVITY IN EXTRACURRICULAR WORK

Modern realities of Ukrainian society development require close attention to the spiritual development of the younger generation. Among the existing values are spiritual (intellectual, moral and others), aesthetic and art. Occupying an important place in the structure of spiritual values, they contribute to the formation of artistic and aesthetic culture of the individual, expand the horizons of worldview and worldview, create images of aesthetic and artistic picture of the world. "... artistic and aesthetic culture absorbs all aspects of aesthetic and artistic direction, which are manifested in different types of creativity: literary, visual, theatrical, musical. Aesthetic concept is the basis of artistic education, including music, forms the spiritual needs of the younger generation, emotional and aesthetic attitude to reality and art, in particular..." [3].

Nowadays the state of the national system of aesthetic education requires understanding and development strategy that will meet the requirements of the state concept of education in Ukraine, the core of which is developmental and cultural functions and based on deep traditions of national Ukrainian music education. Despite the diversity of musical and pedagogical views in antiquity and to these days, the current problem of research is the impact of art on the inner world of man.

The problem of the history of education in Ukraine was dealt with by many prominent Ukrainian scholars, including psychologists, teachers, linguists, such as: E. Bondarevska, N. Gryshchenko, M. Hrushevsky, M. Yevtukh, V. Kurylo, M. Levkovsky, M. Stelmakhovych, B. Stuparyk, M. Yarmachenko, Petrovsky, T. Pirozhenko, A. Ruzskaya, O. Smirnova, O. Ushakova and others. A great contribution to the studying of the problems of the development of aesthetic education was made by N. Brovko, N. Hannusenko, D. Jola, T. Krivosheya, L. Levchuk. A great impact on the history of music education was made by L. Aristova, L. Barenboim, O. Schreyer-Tkachenko S. N. Guralnyk, N. Danko, I. Malashevskaya, L. Ostapenko, T. Sedlecka, I. Tsyuryak, V. Cherkasov. It should be mentioned that one of the features of modern Ukrainian society is the process of masculinity on the youth, which contributes to the washing away of national spiritual traditions, degradation of aesthetic ideals, tastes and cultural identity.

The purpose of the article is to reveal the essence and features of musical theater activity in extracurricular work.

The outlined goal presupposes the following tasks:

➤ to determine the historical conditions and bases of the development of amateur and children's musical theaters in Ukraine;

- to analyze children's theatrical activities in musical and pedagogical science and practice;
- to study the main directions and principles of extracurricular activities as a component of the professional activity of a music teacher;
- to consider the stages, forms and methods of extracurricular activities of teachers with the staff of children's musical theater.

The samples of art play a great attention in the formation of aesthetic culture of pupils. Their importance in the system of means is growing in connection with the exacerbation of the problems of education of the whole person, as the theater is an expression of a comprehensive artistic view of the world around. The theater performs an integrative function for other areas of artistic and aesthetic education, as well as for knowledge of history, literature and more. Involvement of pupils in theatrical activities is an important factor in terms of civic personality, an effective way of aesthetic education, because theatrical creativity contributes to the formation of observation and attentiveness to the world, people, ability to empathize and empathize, willingness to cooperate [7].

Children's psyche is particularly susceptible to goodness and beauty, so an important factor in shaping social activity students must have an organic connection between aesthetic and moral. The teacher should make sure that children live for some time with promising joy, which is the main task of preliminary preparatory work. "Theater requires more serious and lasting stress from a child, even more than movies. The play should be accompanied by discussion and exchange of views," wrote A. Makarenko [2].

So far, the rivals in the life of the theater are film, television, the Internet, but the importance of theater in extracurricular activities and solving problems of comprehensive development of students has not only not decreased, but even increased. Theater is the largest visual form of artistic reflection of life, therefore, this idea is revealed, first of all, in the actions of a living person, an actor, acting on the viewer directly at the very moment of creativity. Therefore, in the theater the child is not only a witness, but also a participant in the creative process itself. Such interaction between those who create art and those who contemplate, perceive requires from the viewer greater activity of perception, imagination, thinking.

The development of aesthetic culture of pupils by means of theatrical art is carried out through purposeful involvement of children in this art through conversations, leading questions, activation of vocabulary (ground floor, mezzanine, foyer, and box), bibliographic review of works (brief information about the author, actors, etc.). All kinds of art, having in their arsenal special means of influence, should become part of the overall system of aesthetic education of students. Theater as a synthetic art form... concentrates in itself other types of creativity, on the one hand enriches them, and on the other - enriches them; as in the process of development their commonality is revealed, new ways of mutual relations and possibilities of mutual influence are opened"[5].

Of course, theater does not replace other arts, because its specificity is that the properties of literature, painting and music, he rethinks through the image of a living actor. This direct human material for other arts is only the starting point of creativity.

The art of theater has a striking ability to merge with life, because the stage action in moments of high tension blurs the line between art and life and is perceived by the audience as reality.

According to it modern pedagogy considers theatrical art as a real means of extracurricular activities. One of such means is musical-game dramatization. It can be used with a well-developed perception of music and the presence of students' motor and special skills, such as facial expressions, stage play, characteristic intonation, on this basis to find their own way to implement a creative idea. Dramatization is very close to children, because it is built on action, it reveals with the greatest clarity the full range of imagination. The desire to embody reality, which is embedded in the very process of imagination, in dramatization finds its full realization. In addition, any dramatization is related to the game. The game is seen as a creative dramatization of the form, which reveals the technical, decorative and visual, and verbal, and dramatic, and musical. The cognitive and moral role of theatrical education in the development of imagination and observation, memory and attention, associative thinking, culture of feelings, plasticity and language, modeling of life situations is huge [6].

It is known that an element of improvisation is always in the structure of folk song. It allows pupils to set creative goals and gives young performers the opportunity to be unique co-authors. The structure of round dances and singing games allows children to demonstrate various ways of creative activity: different options for movements, their improvisation in dance, changing styles of round dances, various methods of embodying game images and more. Musical-stage plays with roles, dances, scenes from fairy tales, dialogues-recitatives are means of active aesthetic education. An important way to activate the mental activity of pupils is identification, which is the ability to present themselves in the conditions depicted in musical works, in place of the characters, to adapt to themselves, the ideas embedded in the work. The way to master the developed theatrical and stage images lies through the song - imitation of the movements referred to in the texts, helps children and their listeners to understand the meaning and nature of the works. Pantomime reflections of the poetic text makes it possible to realize more vivid images of the heroes [4].

We think that theatrical art originally combines action, artistic word, pantomime, painting, sculpture, music and therefore trains and simultaneously develops language, intuition, attention, observation, memory, associative abilities, imagination, sense of rhythm and plasticity, movement, a number of technical and constructive abilities of students. Due to this, dramatization can be considered as one of the methods of teaching, which provides active creative reproduction of knowledge and an important means of extracurricular activities.

Thus, it is possible to draw a conclusion about one common goal, which is to expand the stock of artistic knowledge of pupils, engage them in various arts, increase ultimately the level of their general culture and aesthetic development. It is important to emphasize that the forms of extracurricular activities should complement and continue the classroom, give the teacher an additional opportunity to go beyond the normative school course. The pedagogical advantage of extracurricular forms is also the creative freedom of the teacher in choosing the most effective methods of working

with students. In addition, classes in electives, clubs allow the teacher to pay more attention to each of the pupils, taking into account individual abilities and preferences.

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