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TEACHING MUSIC APPRECIATION IN PRIMARY SCHOOL

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Music appreciation is one of the important components of music education. It plays an important role in cultivating students' ability to feel and appreciate music. Therefore, an in-depth study of music appreciation in elementary schools and the development of innovative teaching methods and techniques are essential to contemporary educational theory. Understanding the age characteristics of children and adopting a variety of flexible teaching methods will help improve children's aesthetic education and learning effects. The research results will help to cultivate students' lasting interest in music and cultivate students' ability to appreciate music.

Keywords: music appreciation; innovation; primary education; interest teaching method.

Music appreciation teaching is a subject combining theory and practice. In the classroom teaching of music, music teachers should pay attention to the teaching of theory, and also need to add music practice to learning, so that students can master music knowledge in music practice courses and cultivate their music appreciation ability. When carrying out music appreciation teaching, teachers should design activities based on the age characteristics and interests of students, effectively improve students' participation enthusiasm and interest in learning music, so as to achieve the purpose of music appreciation class.

In the traditional teaching of music appreciation courses in primary schools, teachers often mechanically instill pure theoretical music knowledge when teaching students music knowledge. These things are difficult for primary school students to understand and accept. Therefore, it is particularly important that teachers' teaching methods are varied. It is necessary to use knowledge and practical teaching flexibly and let students explore music activities independently stimulating their interest in learning music. As S. Vidulin claims, "the standard method of listening to and music understanding is a mandatory didactical route" in most different practices even though some innovative methods in teaching music appreciation are used [1, p.68].

According to the personality characteristics of elementary school students, we need to teach students in accordance with their aptitude, give students their own space, and use innovative teaching methods. Teachers make their own teaching content and plans encouraging students actively participate in corresponding teaching activities. For example, we can use Disney's "Frozen" images in a music appreciation class. We can let students play princesses or some other role, and dance in the music appreciation class as an entry point for this lesson. This will help to evoke students' visual and auditory enjoyment, improve their interest in music, and make the classroom atmosphere relaxed and positive. In this way, students can be guided to have the ability to think independently about the understanding of music, thus improving their music appreciation level.

There's an urgent need to search innovative and effective methods and strategies to motivate students and sparkle their interest in music, these "methods, strategies and approaches will make music teaching more interesting and attractive, and thus useful" [1, p.58].

It is important to stimulate students' imagination. Since the age of primary school students is still in an important stage to be developed, their ability to accept new things is very strong. Cultivating students' imagination will help to cultivate their music appreciation ability. For example, when the teacher is teaching "March of the Volunteers" (a song about soldiers from China), after students listen to the music, they will leave an impression in their minds, what kind of picture they think the music is or what they think about the music. The teacher can ask: "What kind of feeling does the music arise?" At this time, the teacher should guide the students to express the thoughts in their hearts or the actions they want to do, such as running, climbing, and crossing the river thus sparking students' interest in learning. Then the teacher can tell what kind of story there is about this song, so that students can understand the outline of the whole story, and express some of the truths contained in it or some positive stories about the struggle history of the country in a more comprehensible language.

Teachers need to let students experience different feelings about music, which may be respect, touch or passion, and cultivate students' ability of rational thinking making music appreciation more meaningful for students. In addition, a teacher needs to respect their students and not criticize or humiliate them in a rough manner. Therefore, teachers should not put themselves higher than students to teach and get along with each other. We want to develop students who have the ability to appreciate music, not students who can only say the correct answer.

Taking into account the age characteristics of primary school students, we need to bring in as many perceptive channels as possible. S. Vidulin recommends using "multimodal learning approach". It helps to achieve higher levels of learning via "engaging and activating different senses and stimuli: auditory, tactile and kinesthetic" [1, p.62]. The author says: "Besides music and speech, pictures, movies and radio programs, computer programs, quizzes and other multimedia tools that affect the psychological, cognitive, social and emotional aspects of learning are used in teaching" [1, p.62].

Multimodal approach implies using visual images, pictures, tactile tasks and activities, multimedia, etc. This implies integrating art into the music classroom and developing different dimensions of aesthetic competence.

Integrating fine arts into the classroom of music is important. In the teaching of music appreciation, we can also use the works of art. When playing music, students can express the feelings they hear from the music by drawing pictures. For example, let the students listen to a certain piece of music, and then let the students draw the content or feelings, or let the students draw a picture. Then think of the melody of a certain piece of music, and sing it to express the students' own ideas and the content of the painting. This multimodal activity can help to improve students' understanding of both art and music.

To achieve learning objectives in a music appreciation class, we need to consider several key principles of music appreciation. These are aesthetic principle, selective principle and educational principle.

Aesthetic principle means that when appreciating music for elementary school students, it is necessary to help students understand the basic forms of musical expression, such as the phonology of music, the basic contrast of strength and weakness, and long and short sounds. In addition, we need to pay attention to the learning of the music basics.

For primary school students, there are not many pieces of music known and exposed, and the basic knowledge of primary school students might be very weak. That is why selecting relevant teaching content is of primary importance. Primary school teachers need to prepare more experience and work cases in advance and try to choose some music that is easier to be comprehended and enjoyed by primary school students, and at the same time it has to possess educational value [2, p. 2].

As for the educational potential of music appreciation class, it is about enlightenment. It means that not only emotional experience but also some content knowledge of music basics is developed in the

classroom. By appreciating representative music works, students can have a general understanding of the composer's era and style, the composer's birthplace and biography facts, some glimpses of a region's style and personal music style.

This can be a first step towards teaching about genres and styles. Students broaden their musical horizons, gain insights and strength from music, and establish a positive attitude towards all beautiful things, so that improving their moral sentiments in the music world [3, p. 10-12].

So, we considered key aspects of planning an effective music appreciation class in primary school. Teachers need to do a lot of homework to design reasonable music teaching content, and help students lay a foundation for music education according to their age and individual characteristics.

Through the study of actual cases and practical teaching we will be able to enhance students' interest in music learning, communicate and interact with students in an equal and friendly manner in the classroom, stimulate students' enthusiasm for learning music, improve their music literacy and ability to appreciate music, and cultivate their personal qualities and abilities.

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THEORETICAL ANALYSIS OF THE FAMILY INVOLVEMENT IN PRIMARY SCHOOL CHILDREN'S EDUCATION IN CHINA

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The paper deals with the problem of family involvement in primary school children's education in China. More children attend preschool and all-day kindergarten than ever before, and educators are being urged by federal, state, and local institutions to use research-based or evidence-based approaches to improve their work with families and families' involvement with their children and the school. This review strengthens the belief that interventions to boost family involvement may be a critical piece when trying to support children's early learning.

Keywords: primary school children; the family involvement; parental involvement; educational support; psychological support.

The influence that the family has on the development of children is paramount to the outcomes in terms of achievement that are made in learning. The family as well as parents are critical in protecting and providing for the children from their first moment. Actually analysis by Russell, Peplau and Cutrona illustrates that the family and parents do influence the outcome of a child right from his or her inception throughout his development period until he or she becomes an adult [1, p. 478]. The involvement of parents in primary school education of their children is perceived to be a concept that is very broad. It is on this basis that different schools of thought approach it from a different perspective. Schaefer and Olson argue that parental support therefore entails psychological support, play support, life support as well as educational support [2, p. 56]. All these forms of support do have an important since they influence both the growth and development potentials of a child. In the process they are critical in determining how a child will turn out in school as well as in life. The reason is that the perception that a child develops due to the support he or she receives from their parents will act as a motivation, and its