

Lifelong learning, self-education is also an educational concept put forward by Seneca. It can be seen that Seneca is advanced in describing learning. Seneca's ideal of education is self-education in which the head of the household acts as a tutor and leads by example. It is a person's life itself, which requires continuous learning and continuous improvement.

List of used sources

1. Habinek, T. Seneca's Renown: Gloria, Claritudo, and the Replication of the Roman Elite / T. Habinek // *Classical Antiquity*. – 2000. – Vol. 19. – № 2. – P. 264–303.
2. Roller, M. Constructing Autocracy: Aristocrats and Emperors in Julio-Claudian Rome / M. Roller. – Oxford: Princeton University Press, 2001. – xi, 319 p.
3. Seneca, A. Anger, Mercy, Revenge / A. Seneca. Translated with an introduction and commentary by R. Kaster and M. Nussbaum – Chicago – London: The University of Chicago Press, 2010. – xxvi, 247 p.
4. Seneca, A. Letters on Ethics to Lucilius / A. Seneca. Translated with an introduction and commentary by M. Graver and A.A. Long. – Chicago – London: The University of Chicago Press, 2015. – xxviii, 604 p.
5. Seneca, A. On Benefits / A. Seneca. Translated with an introduction and commentary by M. Griffin and B. Inwood. – Chicago – London: The University of Chicago Press, 2011. – xxvi, 222 p.

УДК 372.878

ОСНОВНЫЕ ПРОБЛЕМЫ МУЗЫКАЛЬНОГО ОБРАЗОВАНИЯ В БЕЛАРУСИ И ПУТИ ИХ РЕШЕНИЯ

Ю Цзинься, УО «Мозырский государственный педагогический университет имени И. П. Шамякина», г. Мозырь (Республика Беларусь), e-mail: 359748351@qq.com

Н. Г. Новак, УО «Гомельский государственный университет имени Франциска Скорины», г. Гомель (Республика Беларусь), e-mail: natalya_novak_80@mail.ru

Аннотация. В статье рассматриваются основные проблемы развития музыкального образования в Республике Беларусь. Дается полная характеристика таких проблемных задач, как недостаток финансирования и нехватка опытных педагогов в области музыкального образования, особенно в сельских школах. Эти проблемы подробно описаны и представлены возможные решения.

Ключевые слова: музыкальное образование, педагоги, проблемы развития.

THE MAIN PROBLEMS OF MUSIC EDUCATION IN BELARUS AND WAYS TO SOLVE THEM

Yu Jinxia, *Mozyr State Pedagogical University named after I. P. Shamyakin
Mozyr (Republik of Belarus), e-mail: 359748351@qq.com*

N. G. Novak, *Francisk Skorina Gomel State University Gomel
(Republik of Belarus), e-mail: natalya_novak_80@mail.ru*

Abstract. The article discusses the main problems of the development of music education in the Republic of Belarus. A complete description is given of such problematic tasks as lack of funding and lack of experienced teachers in the field of music education, especially in rural schools. These problems are described in detail and possible solutions are presented.

Keywords: music education, teachers, development problems.

Music majors in normal schools play a vital role in the education system of Belarus. By cultivating music education teachers with professional knowledge and educational skills, they have made important contributions to the development and growth of music education. At the same time, they also provided high-level music education for junior high schools and senior high schools, which opened the door to music for students and stimulated their interest and potential in music. After systematic education and training, students in this major will become the backbone of music education in the future and promote the inheritance and development of music culture.

Let's consider the main problems of the organization of music education in Belarus.

Insufficient level of financial support. Music education in Belarus faces many problems, one of which is the lack of sufficient financial support. This problem is a serious obstacle for conservatories, music schools and music educational institutions, which affects their ability to

provide high-quality music education. Music education is an important part of the development of musical talents and the inheritance of musical culture. However, its effective implementation requires a number of high-quality educational facilities that promote learning and creativity of students. First of all, music education needs appropriate music classes, which must have good acoustic characteristics to ensure the quality of music production and performance. These classrooms usually need to be specially designed in such a way as to reduce noise and provide a suitable musical environment. However, due to lack of funds, many music classes may become outdated and have poor acoustics, which will prevent students from fully experiencing the beauty of music.

Music education needs not only appropriate classrooms, but also rich and diverse musical equipment and modern audio equipment for the comprehensive development of students in the field of music. However, the reality is that due to the lack of sufficient financial support, many conservatories and music schools may face problems in these areas that may affect the experience of music education of students.

Musicologists also need access to professional recording equipment in order to record their music works in performances and performances. This is very important for evaluating and improving their performance skills. However, the purchase and maintenance of recording equipment also requires a lot of money.

The success of music education depends not only on appropriate teaching facilities, but also on adequate music equipment and modern audio equipment. Lack of financial support may limit students' opportunities for music learning and practice, and hinder them from giving full play to their potential. Therefore, it is very important to increase the capital investment in conservatories and music schools to meet the various needs of music education and cultivate more talented musicians and music educators. This is also helpful to keep the modernity of music education in order to adapt to the ever-developing music industry and technical trends.

Solving the problem of insufficient funds in Belarus' music education system requires the concerted efforts of the government, private donors and international cooperation. Through cooperation, we can improve the teaching facilities of music education, provide appropriate musical instruments and equipment, attract and retain excellent teachers, and

promote music activities and performances. This will not only help to cultivate a new generation of music talents, but also enrich social and cultural life, improve the level of music art and lay a solid foundation for the sustainable development and progress of music education. Music education is the key link of cultural inheritance and music creation, which should be fully supported and valued.

Lack of teachers. A serious problem of the music education system in Belarus is the shortage of highly qualified music teachers, especially in rural areas. This problem negatively affects the accessibility and quality of music education, which requires special attention and solutions.

The key to high-quality music education lies in the presence of excellent music teachers who play a key role in the formation of musical literacy of students and the development of their musical potential. These teachers are not only experts in the field of music, but also professionals in the field of education. They play a vital role in music education. However, it may become more difficult to recruit and retain high-level music teachers in rural areas of Belarus due to resource and geographical constraints, which negatively affects the availability and quality of music education.

In rural areas, recruiting and retaining music teachers of such a high level may face difficulties. First of all, music education institutions in rural areas may not be able to provide salaries and benefits comparable to urban ones, which makes it difficult to attract outstanding specialists in the field of music education. Secondly, the limited geographical location may lead to the fact that music teachers will face inconveniences associated with long-distance travel or living conditions, which may also become an obstacle to their choice of rural music schools.

To solve this problem, the government and educational institutions can take a number of measures. First of all, to increase the wages and welfare of rural music schools in order to attract and retain high-level music teachers. This may include the provision of benefits such as scholarships, housing allowances and career opportunities. Secondly, by providing distance music education courses, music teachers can provide education in different regions, thereby compensating for the problems caused by geographical restrictions. In addition, encouraging music teachers to participate in music events and performances in

rural music communities can strengthen their ties with students and communities and increase their investment in music education in rural areas.

On the other hand, modern technology and distance education provide an effective way to solve the problem of insufficient music education resources. Especially in rural areas, it may be an arduous task to recruit a large number of high-quality music teachers. However, through distance music education courses, we can overcome geographical barriers and provide rural students with music education opportunities comparable to those of urban students. The potential of this educational model should not be underestimated, and it can make up for the shortage of music education resources in many ways.

Distance music education represents a revolutionary progress in the field of music education, and its value lies in the realization of high-level music guidance, no matter where students are. Through the use of modern technology, such as video conferencing and online education platform, students can interact with professional music teachers in real time, which is far more than the transmission of words or recorded videos. It realizes instant audio and video communication, enabling students to interact with teachers like face-to-face teaching. This is very important for music education, because music is an art that needs real-time feedback and guidance.

In distance music education, students can share their performances, sounds and skills with professional music teachers, just like in a physical classroom. Music teachers can provide personalized guidance by monitoring students' performance and voice through video, point out students' shortcomings in skills and performance, and encourage and guide them to improve. This real-time interaction makes music education more vivid and effective, and helps students better understand and master music theory and technology.

Distance music education also realizes the teaching of music skills through remote performance and demonstration. Music teachers can demonstrate playing in video conferences, show correct playing skills and artistic expression, and provide students with audio-visual learning experience. This teaching method enables students to intuitively understand the concept and technology of music, so as to improve their music level more quickly. In addition, teachers can expand students'

musical knowledge and skills by demonstrating and playing various musical instruments.

Most importantly, the investment of government and educational institutions can ensure the universality and equality of music education. They can formulate policies to encourage schools and educational institutions to adopt distance music education to meet the needs of students in remote areas and areas with limited resources. This will help to eliminate the unequal influence of geographical location on music education opportunities and enable more students to enjoy high-quality music education.

Concert is also an important part of music education institutions. Schools or conservatories can hold concerts regularly and invite professional musicians and artists to perform. This provides students with the opportunity to watch music performances and let them feel the charm and expressive force of music. Watching professional musicians' performances can not only stimulate students' musical passion, but also improve their musical appreciation ability and cultivate their sensitivity and deep understanding of music.

Music education institutions can provide students with richer music experience through these measures, and combine classroom education with practical application. This helps students to better understand and appreciate different types of music, and at the same time enhances their musical literacy and skill level. Interaction with professional musicians and artists can stimulate students' interest in music and provide valuable experience for their future music development. Through the activities of these music education institutions, students will benefit more comprehensively and lay a solid foundation for their music journey.

Music education in Belarus can broaden students' musical horizons through more comprehensive music courses, practical learning and the participation of professional musicians, so that they can fully understand and appreciate diverse music. This will provide students with richer music education experience, enhance their cultural literacy and enrich their lives.