

IMPLEMENTING TEAM LEARNING INTO PRIMARY SCHOOL MUSIC CLASSROOM (BASED ON HISTORICAL SONGS)

Zhang Yu, V. A. Musiyenka, Candidate of Philological Sciences
Belarusian State Pedagogical University named after Maxim Tank
People's Republic of China, Republic of Belarus

Abstract. Most studies of people's perceptions of team learning have concerned informal beliefs rather than the more complex management systems presented in scientific theories of team learning. The article shows how it is necessary to develop students' team learning during the study of music. An analytical study of China's achievements in the field of music teacher training and aesthetic education will create the basis for the development of a real model for the development of team learning in primary school music education. Focusing on team learning can help achieve many goals.

Keyword: teamwork learning; music education; teaching method; primary school music education; teacher skills.

ВНЕДРЕНИЕ КОМАНДНОГО ОБУЧЕНИЯ В МУЗЫКАЛЬНОМ КЛАССЕ НАЧАЛЬНОЙ ШКОЛЫ (НА МАТЕРИАЛЕ ИСТОРИЧЕСКИХ ПЕСЕН)

Чан Ю, В. А. Мусиенко, кандидат филологических наук
УО «Белорусский государственный педагогический
университет имени Максима Танка»,
Китайская Народная Республика, Республика Беларусь

Аннотация. Большинство исследований восприятия людьми командного обучения касались неформальных убеждений, а не более сложных систем управления, представленных в научных теориях командного обучения. В статье показано, как необходимо развивать обучение студентов в команде при изучении музыки. Аналитическое исследование достижений Китая в области подготовки учителей музыки и эстетического воспитания создаст основу для разработки реальной модели развития командного обучения в музыкальном образовании начальной школы. Сосредоточение внимания на обучении в команде может помочь достичь многих целей.

Ключевые слова: обучение командной работе; музыкальное образование; метод обучения; начальное музыкальное образование; навыки учителя.

We are at the stage of development of human civilization, when effective social transformations, the development and implementation of startups, the introduction of inventions in science, technology, medicine, and information technology require the collective efforts of firms, enterprises, campaigns, and research institutes. Increasingly, we are talking about teamwork and the ability to cooperate in a team, which must be formed as early as possible in children and youth. This skill is one of the most relevant soft skills today.

Usually, both teachers and students-future teachers are convinced of the need for younger students to be ready to interact with other people, since the level of formation of this competence determines their ability to self-realization and success in the future.

When learning in a team, it is important to follow the basic principles:

- the personal responsibility of each student means that the success or failure of the entire group depends on the successes or failures of each member;
- the comparison is not carried out with the results of other students of this or other groups, but with their own previously achieved;
- each member of the group is interested in better mastering the material so that there are grounds to take responsibility for themselves [1].

Also, for the development of the ability to work in a team, the method of learning in cooperation is actively used, the meaning of which is to strive to learn something together, and learn to be responsible for the overall result of work [2].

Scientific research “Getting Started with Team-based Learning” by Larry K. Michaelsen, outlines the essential principles and practices involved in implementing team-based learning (TBL) in an educational setting. The analysis of the text reveals a structured approach to transitioning from traditional teaching methods to team-based learning [3]. Here are key points derived from the text:

The primary theme revolves around the transformative power of team-based learning, emphasizing the cohesiveness developed within student learning groups as the key factor contributing to its effectiveness. The central objective is to guide teachers in understanding the principles and sequence of events involved in TBL and to explain why it is an attractive option for various teaching situations.

Four Essential Principles:

Principle 1 emphasizes the proper formation and management of groups, including minimizing barriers to group cohesiveness and distributing member resources.

Principle 2 highlights the need for student accountability in individual and group work, achieved through mechanisms like Readiness Assessment Tests (RATs) and peer assessment.

Principle 3 stresses the importance of designing team assignments that promote both learning and team development.

Principle 4 underscores the necessity of providing frequent and immediate feedback to students.

The organization of team training consists in the following:

- setting the problem topic, goals and issues of the training session;
- organization of the learning space for active work during the lesson;
- development of problem situations, the task of which is to encourage students to communicate together to solve the tasks set;

- setting time limits and defining the rules of work in the course of educational activities;
- creation of students’ motivational readiness for collective (pair, group) activities during the lesson;
- optimization of the assessment system of the cognitive process and the results of students’ joint work;
- formation of intra-group and interpersonal skills and skills of analysis and introspection.

It is also required to observe the procedure for conducting exercises with elements of a team nature:

- I. Conducting an instruction (1–2 minutes).
- II. Distribution of roles or grouping (2–3 minutes).
- III. Work on the task (5–20 minutes).
- IV. Presentation of the results (5–10 minutes).

Students’ reflection on the results is an important component of team learning. It can be implemented in different forms: both individually and in pairs, groups.

There are such forms of work within the framework of team training as:

- educational games;
- discussions;
- work in small groups;
- distance learning;
- discussion of problematic issues;
- problem solving (“brainstorming”, “case analysis”, “take a stand”, etc.);
- training
- master classes;
- educational quests.

In conclusion, using groups, even in a casual way, produces benefits that cannot be achieved with students in a passive role. While even the casual use of teams is beneficial, it must be stressed that team-based learning allows the achievement of important outcomes that simply cannot be obtained with temporary groups or occasional group activities. Some of these benefits include: 1) developing students’ higher level cognitive skills in large classes, 2) providing social support for “at-risk” students, 3) promoting the development of interpersonal and team skills, and 4) building and maintaining faculty members’ enthusiasm for their teaching role.

Team-based learning also produces instructor enthusiasm because it taps into the energy that is released as the student groups develop into learning teams. Although there are typically some initial struggles, most groups’ capabilities steadily improve to the point where students behave more like colleagues than “empty vessels.” This is the natural outcome of empowering groups by structuring them so that they have needed resources,

are exposed to appropriate performance evaluation systems, and have the opportunity to engage in meaningful and challenging assignments. As a result, the vast majority of students willingly share responsibility to ensure that learning occurs. When this happens, teaching with team-based learning is simply more fun.

References

1. European Commission, Supporting key competence development: learning approaches and environments in school education [Electronic resource]. – Mode of access: <https://tinyurl.com/8msy4uup>. – Date of access: 25.03.2024.

2. Cretu, D. Fostering 21st century skills for future teachers, in The European Proceedings of Social & Behavioural Sciences / D. Cretu // EPSBS. – 2017. – № 7. – P. 672–681.

3. Michaelsen, Larry K. Getting Started with Team-based Learning / Larry K. Michaelsen // In Team-Based Learning: A Transformative Use of Small Groups. – Westport, CT, 2002. – Ch. 2. – P. 27–51.