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A SYNERGETIC APPROACH TO THE STUDY OF WORKS OF MUSICAL ARTS BY THE PUPILS OF THE SECOND FORM

Formulation and justification of the relevance of the problem. Integration of pedagogical education of Ukraine in global and European space will provide the optimal conditions for the preservation and functioning, and the development of promising areas of the theory and practice of musical-pedagogical education. Introduction of synergetic approach in the work with the pupils of primary school age during music lessons in secondary schools contributes to the development of intellectual and creative thinking and the formation of ideological competences. In this situation, the introduction of synergetic approach to the study of works of musical art by pupils of younger school age is relevant and timely.

Analysis of recent researches and publications. The analysis of the sources of pedagogical and artistic direction confirms that domestic and foreign scientists: E.B.Abdullin, O.O.Apraxina, L.O.Bezborodova, L.O.Kudenko, O.V.Lobova, L.M.Masol, O.V.Mikhailichenko, O.M.Oleksiuk, V.F.Orlov, M.S.Ossyenyeva, O.M.Otych, G.M.Padalka, Y.P.Pechers'ka, I.I.oluboyarinova, O.Y.Rebrova, O.Y.Rostovs'kyi, N.A.Segeda, L.O.Khlyebnikova, L.V.Shkolyar investigated and resolved in different degree these or those questions of music perception by students of

different age groups and it had been justified by them the formation of vocal and choral skills of students in the classroom and in extracurricular activities. The themes of our scientific research greatly complement the studies of these authors; allow to understand the features of methods of working with pupils of second form the perception of works of musical art in contemporary secondary schools.

The purpose of the article: On the basis of the stated problems, the aim of the article is to use a synergetic approach for mastering the works of musical art by the pupils of the second grade of the secondary schools.

The main material of the study. The performance of the formation of musical culture of students of the second form and formation of their ideological views, largely depends on the perception of works of musical art of various genres, styles, forms and directions. A collective form of creativity inherent in the assimilation of values of musical art obliges the subjects of the educational process compliance with certain requirements to the organization of joint activities.

Synergetic (ang. Synergetics, from greek SYN – «joint» and ERGOS – action) approach to general music education makes it possible to achieve a new

result in the ownership of the values of musical art. The usage of different types of art in the process of creative interaction between teachers and pupils contributes to the creation of cultural-educational environment where everyone has the opportunity to unleash his inner potential, to develop creativity, to acquire skills of collective music-making.

The themes of music lessons of the first quarter of the second form «Three types of music – song, dance, march» ensures the mastery of basic genres of music art. In the previous lesson, the children share musical experiences about the summer holidays, express their attitude to the artists and information and cultural environment, which helps to make conclusions about the formation of value orientations of pupils. Teacher leads children to the realization that the world of music rests on three pillars: song, dance, March. It is necessary to organize the work in such a way that the learners independently can identify the genres of music, and also explain who are the composer, performer and listener. Children's participation in discussion of relevant issues, involvement in active creative activities stimulates the development of cognitive interest, creates the conditions for the harmonious development of personality.

The next lesson is the deepening in the quarter's subject; learning about the varieties of the march, namely: sports, toylike, festive. After listening to the «Football march» by M.Blanter, «March of the wooden soldiers» by P.Tchaikovsky and «Zaporozhian march» by Y.Adamtsevych it is appropriate to bring children to self-determination of the nature of music and what kinds of marches it can be attributed, to consider the circumstances in which different kinds of marches sound.

A dance becomes in the spotlight of pupils at the next lesson. Different questions should be prepared, which the teacher will lead the children to ensure that they remembered the circumstances under which the dance music sounds. Curriculum provides for the hearing of dance music performed by folk musicians. It is also appropriate to recall what folk musical instruments children know, which of them met in 1st grade and which they heard in the previous lessons. You need to prepare a presentation with images of instruments such as kobza, psaltery, bandura. In addition, by using video and computer networks to provide the opportunity to feel timbre coloration of these tools.

A song is in the center of the next lesson. This is the most common form of vocal music that combines the poetic and musical images. It is fair to prove that the song is the most important type of music, its main characteristic is the melodiousness and melodiousness,, and the melody is the «soul» of any music, including dancing and marching. After listening to song by L.Beethoven, «Groundhog» it is necessary to pay attention to the simple yet expressive

melody. After listening to «Lullaby» by J.Stepovyi, which the teacher can perform by the piano, it is important to focus on that the song is not necessarily sound with words, it is not necessary to sing. It is advisable to offer to sing the melody to himself, mimicking the hand movement of the bow (allegedly to fulfill the violin). Take a breath between phrases (change of direction of the bow). In this approach, the pupils deeply feel the song and convey the character of the music.

In order to understand that pillars can occur in the form of a song-march, song-dance, dance-march and song-dance-march, it should be offered for children the sing-song by D.Kabalevs'ky «In our class», which can be performed as a song, and later as a dance or March. While hearing P. Tchaikovsky's «Dance with Goblets» from the ballet «Swan Lake» we are focusing on the fact that in the first and third parts of the music, which is reminiscent of March, and in the second part – music in the tempo of the dance. Here there are two pillars – a March and a dance.

Thus, the mastery of knowledge and skills on the topic «Three types of music – song, dance, march» will be to promote the formation of pupils views about the main types of music and their varieties, that is the basis for further learning of regularities and tendencies of development of musical art. In addition, musical-auditory representations that students receive in the process of music perception contribute to the purchase of musical experiences and expand musical horizons of children.

The disclosure of content of the topic «Music expresses and depicts» involves the realization that music expresses the inner world of man, namely, his state and mood, thoughts and feelings, character. In addition to the above it depicts a variety of human movements, life events, nature paintings and so on. It is fair to draw children's attention to the Golden glow of autumn, the beauty of the snowball in the school yard, the colors of the leaves that falls from trees. To expand the understanding of pupils about expressiveness and depiction can be done by using the illustrations of works of art. Feeling the beauty of nature students have to pass through plastic intonation and voice characteristics.

Acquaintance with Ukrainian folk song in the treatment of M.Leontovich «Dudaryk» deepens the feelings and thoughts of children. They learn that compassionate tone of the song express the sadness for the man anymore. It is appropriate to remember their loved ones who honored you and left good memory about themselves. Pupils should ensure that by the main means of musical expression the composer reveals the inner world of man, his thoughts and feelings.

In the process of working on «Dudaryk» and «Perepilon'ka» children see that when music expresses thoughts and feelings, and characters of

many people, it can be called mass. An example might be familiar to the children from the previous lessons «Zaporozhian March» by Y.Adamtsevich. The March reports the condition and moods, thoughts and feelings of many of the Zaporozhian Cossacks, their characters and the pursuit of free and independent statehood.

In order learners to answer the question whether music can convey movement, you need to offer to listen to «Passing» by M.Glinka. It is appropriate to speak briefly about the composer and the history of the works devoted to the launch of the first Russian train. Before listening it is necessary to ask the class audience some questions in particular: what is the nature of the music that is used, and mode (major or minor)?; at what rate is this work written?; what voices do you hear?; describe the features of the piano accompaniment. In the discussion to focus the pupils attention on expressiveness and depiction in music. It should be given to children the opportunity to use the dictionary of emotional-figurative definitions of music.

Delving into the issues of depiction in music we should ask the students to listen to the plays by M.Silvanskyi «Night on the river» and «Dawn». The teacher is appropriate to offer these works in live performance. Without disclosing their titles, ask questions such as: what would you give the name/title for these works?; what is the mood expressed by the composer?; what time of day do you imagine while listening to music?; what kind of feelings does the music evoke in these works? It is advisable to find art reproductions and offer them to the children for discussion, to make them willing to share their experience on monitoring the morning's silence and sunset, the approaching night and the beauty of the rainbow lights.

The idea of the pupils about the movement in music is true to form for the example of «Flight of the bumblebee» by N.Rimsky-Korsakov. It is necessary to tell the children about the main directions of the composer, the Opera «the Tale of Tsar Saltan», propose to revise the fragments by using the multimedia board. Pupils should ensure that music can portray the movement.

On New Year's Eve it's fair to provide an opportunity for students to get acquainted with the rites of celebrating the New Year, the essence of which is to promote the welfare of the peasant family. Christmas carols were sung at Christmas, glorified Christ and the Virgin Mary as the embodiment of kindness, piety and motherhood as the basis of all life on earth. Songs are preserved only in Ukraine; they bring the bounty of nature songs of praise. We should offer children to see fragments of feature films and live performances of professional dance companies, which recreated scenes of the Christmas holidays. With the help of class teachers it is appropriate to create choreography and theater festivals, where

students from the dance moves, dressed in Ukrainian costumes, could create a festive theatrical action which would have been Christmas carols.

Summing up, it should be noted that the appreciation of works of musical art, prescribed curriculum as «Music», promotes the assimilation ratios of expressiveness and depiction in music. They are convinced that the composer with the means of musical expression conveys the inner world of man, namely the state and the sentiments, thoughts and feelings. Depicting a variety of movements, images of nature, the composer seeks to express the feelings of the person, its relation to the life phenomena.

The second half begins with the theme «Where we are song, dance, march». In the first lesson, children repeat carols and songs that were taught earlier and listening to it performed by professional and amateur choirs. While practicing the choir «the seven little kids» from the children's Opera by M.Koval', «the Wolf and the seven little kids» the teacher focuses on the fact what music expresses and what depicts. At run time, it is advisable to arrange for instrumental accompaniment using such musical instruments as drum, tambourine and triangle. Children's attention should be focused on the fact that three types of music – song, dance, March are found in the choir of the «Seven little kids». Dance music, which we hear in the piano piece «dance of the little swans» from P.Tchaikovsky's ballet «Swan lake», brings us into the ballet that is a big musical-choreographic performance, the content of which is revealed by means of music and dance. Another example of dance music «Waltz» from S.Prokofiev's ballet «Cinderella». Once the children remembered the content of the tale, a multimedia recording of a scene from the ballet should be viewed in, where Cinderella meets Prince charming. The impression of the music children can express themselves using the vocabulary of emotional-figurative statements. It should be characterized the music of the «Waltz», the «evil» hours, the ringtone of Cinderella, the theme of a good Fairy. Finally, it is advisable to offer the pupils to draw these characters.

The study of Russian folk song «In a field the birch stood» will help children to see how this theme changes in the finale of the Fourth Symphony of P. Tchaikovsky. And listening to Ukrainian folk dance «Kozachok» from Symphony by an unknown author of the first half of XIX century will allow pupils to observe how changing of the theme of the dance is performed by the Symphony orchestra. The same thing is happening with the melody of vesnianka «Come, come, Ivanko», which the composer P.Tchaikovsky used in the First concert for piano with orchestra. So, having said that, it is worth noting that in symphonic music, song, dance, and March takes the Symphony orchestra. This helps pupils to rise on a new level of awareness and perception of music.

Mastering of the theme «What is musical

speech» is associated with awareness of the expressive value of the elements of musical language, namely melody, rhythm, timbre, dynamics, register, texture, strokes and so on. It is advisable for the teacher to explain that when you create a musical work, the composer uses high and low, short and long, loud and soft, fast and slow sounds that move up or down, standing still. This is the peculiarity of one or another of music. To realize this, the drafters of the school curriculum offer to listen and compare the two works as: «Goundhog» by L. Beethoven and «Italian pol'ka» by S. Rachmaninov. In the interpretation of intonation and figurative content of music children, with the help of teacher, clarify the structure, features of metric-rhythmic structure of individual parts, changes in the dynamic development, the culmination of individual phrases and parts of the works. On the same principle pupils analyze piano pieces by D. Kabalevsky «Three friends». As a result of the interpretation of intonation and figurative content of music children come to the conclusion that it depends on the nature of the melodies, sound management, dynamics, touches and tempo. And in the end, the contrast of individual scenes and musical images we find during observation of the main actors by Pyotr Tchaikovsky's ballet «Sleeping beauty». This musical image of a mischievous cat and puss in boots from the fragment «the cat in boots and the White cat».

We note in passing that the mastery of the expressive and pictorial possibilities of the work, the drafters of the program offer in the process of familiarization with the symphonic fairy tale by S. Prokofiev «Peter and the Wolf». It is advisable to explain children that the timbre is the color of the sound, by which different sounds of the same height, performed by different voices or instruments are distinguished. It should be noted that on the example of the symphonic fairytale «Peter and the Wolf» in a figurative form, the composer introduces pupils to the instruments of the Symphony orchestra. It is necessary to prepare drawings with tools and relevant actors. You should bring the children to ensure that they have proven themselves and substantiated the correlation of timbre of musical instruments with the character of musical images.

Of course, awareness of the expressive value of the elements of musical language is occurred in the development of the school song repertoire. The program provides learning and execution of such works as «street song» by V. Vermenych, Ukrainian folk songs arranged by L. Revuts'ky, «Come out, come out, sweetheart», the Ukrainian vesniankas «Spilled water», «Podolyanochka», «Willow plank» and the like. With this approach, the teacher continues to work on expressive performances of melodies, the purity of intonation, sound arrangement. He does not forget about the culmination of individual parts and the work as a whole, dynamic shades and nuances. To work on song repertoire it is appropriate to use both

relative and absolute system of solmization.

Summing up the theme of «What is musical speech», the teacher needs to convince pupils that the mastery of basic elements of musical language helps you to understand any piece of music, interpret intonation and figurative meaning, which in turn, will help you to understand the thoughts and feelings of the composer.

Conclusions and prospects for future research directions. Thus, the introduction of synergetic approach to the study of works of musical art by the pupils in the second forms of secondary schools provides high-quality organization of the educational-upbringing process, fosters a positive climate of cooperation that greatly enhances the use of interactive music-pedagogical technologies and innovative teaching methods, encourages young people to further musical and creative and intellectual and artistic development. Further research we should focus on the introduction of synergetic approach in mastering the content of the teaching material for students of junior classes in extracurricular activities, their attraction to collective forms of music-making.

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PROFESSIONAL PREPARATION OF TEACHERS IN THE USA AND IN UKRAINE: COMPARATIVE ANALYSIS

Formulation and justification of the relevance of the problem. Modernization of the system of compulsory secondary education reveals contradictory tendencies in the sphere of professional preparation of teachers in Ukraine which determine new demands for teachers because the task of preparation of secondary school graduates for world market integration, formation of comprehensive world idea, and adoption of cognitive and communicative methods of activity, ability to receive information from different sources is delegated to them.

Integration of Ukraine into European and world educational spheres the features of which are related to the nature of global processes, and also with the specific terms of development of social, economic, political, cultural and educational life of our country predetermines the demand of different problems decision. According to The National Doctrine of Development of Education [2] these problems

include improvement of quality of education; monitoring of effective practice of educational system at the national level; decentralization of management of education through expansion of government-public partnerships in social sphere; structural reformation of the system of education according to the demands of continuing education; preparation of teachers and educational institutions for innovative activity; development of market of educational services; development of international cooperation; monitoring and use of the best foreign experience in education.

The education system is assumed to contribute significantly to integration of Ukraine to the European Union. Despite growing understanding of the urgent need for systemic reforms in the system of education proclaimed reforms are not yet institutionalized. With the secondary education reform providing an opportunity for systemic modernization of the system of education in Ukraine,