

SUMMARY

Babiichuk Svitlana. Geoinformation systems and remote sensing as the means for informatization of the natural science disciplines of the Minor Academy of Sciences of Ukraine.

In the article the practical experience of informatization of the natural science disciplines of the Minor Academy of Sciences of Ukraine with means of geographic information system and remote sensing is being considered. Informatization of education is considered through the prism of the concept of the New Ukrainian School. The modernization of the educational sector, which is laid in the ground of the New Ukrainian School concept, should adapt students to the conditions of changing and improving of the information society.

Some approaches to understanding the definitions “information and communication technology” and “informatization” have been defined. The specifics of application of geoinformation systems and remote sensing into the studies of students of the Minor Academy of Sciences of Ukraine have been considered.

The process of learning and using geoinformation systems and remote sensing at the Minor Academy of Sciences of Ukraine is considered, which is based on the formation of geoinformational competence of students. Geoinformation competence was considered as the abilities and readiness to look for, create and analyze spatially information, to think and make decisions, which are based on spatially coordinated data and their analysis. Geoinformation competence is considered as a component of information competence.

Application of geoinformation systems and remote sensing in students research activities are positively influencing the increase of creative activity of senior pupils. Students depart from the position of the passive object of learning and become active ones. Students can independently get the necessary information, spatially tie and analyze it.

Perspective directions of the further research are the improvement of the methodology and justification of new methods for the use of geoinformation systems and remote sensing in the education and research activities of students.

Key words: *natural science disciplines, informatization, information and communication technology, geographic information system, remote sensing, Minor Academy of Sciences of Ukraine, geographic information competence, research activity.*

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PECULIARITIES OF FORMING OF LEADERSHIP POSITIONS OF SOCIAL WORKER

The article reveals an important integrated characteristic of the personality of a modern specialist in social work as the presence of a developed leadership position, that is, an integrated, relatively stable, dynamic personal education that characterizes a certain system of human relationships to people and to oneself in the complexity of social relations. The specifics of the formation of a leadership position in social workers are highlighted, the acquisition of a humanistic culture is envisaged: a set of universal human ideas, professional value orientations, personal qualities, humanistic pedagogical technologies that promote successful self-realization in harmony with the universal culture, the acquisition of professional and social stability.

Leadership is an integral characteristic of a specialist, it affects significantly the quality of social work and even the level of skills of employees. The main property of

leadership is the ability of the future social worker to make independent decisions, because he must be a social leader and combine in the professional activities the performance of functions as a leader, manager and administrator. However, in the process of traditional professional training of the future social workers, the leadership aspect is not allocated and, accordingly, is not perceived by students as an essential component of professional activity

On the example of the study of leadership qualities among the students of the specialty "Social Work" in higher education institutions of the city of Chernivtsi, the necessity of forming and becoming a leader in the future specialists in the educational process is proved.

The empirical study included 124 students from two high schools in the Chernivtsi city (Ukraine). We used the following psychological methods: a test of self-actualization (SB) from Shostrom (E. J. Aleshina, L. Gozman, E. M. Dubovska, M. V. Kroz, 1987); Multifactor Leadership Questionnaire (MLQ Form 5X-Short) (B. J. Avolio, B. M. Bass, 1999); Diagnostic methods of leadership (Ye. Zharikov, Ye. Krushelnytskyi, N. P. Fetiskin, V. V. Kozlov, G. M. Manuilov, 2002); method of "Assessment of communication and organizational skills dispositions – KOD" (O. M. Kokun, I. O. Pishko, N. S. Lozinska, O. V. Kopanytsia, M. V. Herasymenko, V. V. Tkachenko, 2012); self study method of personality traits of T. Dembo, S. Rubinstein, technique "Leadership Effectiveness" (R. S. Nemov, 2001).

In the process of studying the level of the formation of the leadership position of the university students, the motivational-value, cognitive-behavioral and personality-reflexive criteria, which are closely interrelated and interdependent, are analyzed.

The results of our study showed that only 5 % of the university students surveyed had a high level of leadership among the future specialists in social work. The uncertainty in the answers were revealed, which testify to the existing problems in the quality and effectiveness of training specialists in the social sphere at the university, which require additional research and taking measures to address them.

Key words: *specialist in social work, leadership position, leader, system of relations, social relations, professional-value orientations.*

Introduction. Modern society characterizes the high level of variability and depth of social transformations, which is reflected in the change of social goals and values. Today, there is a growing demand for a talented person, a highly qualified worker, an unconventional thinker that thinks outside the box, has a strong will, high working capacity, personal skills and skills related to effective communications, organizing activities, creating a team and working in it, the art of negotiating, etc.

Modern social transformations which are related to the reform of Ukrainian society actualize the need for leadership as a new management paradigm in the social sphere, leading to increased public demand for specialists in social work – leaders [1].

The problem of educating a new personnel for the social sphere and science is conditioned by the appearance of new requirements for the personality of the future specialist both from the labor market and from the educational institutions.

An important integrated characteristic of the personality of a competitive modern specialist in social work is the existence of an established leadership position, that is, an integrated, relatively stable, dynamic personal education

that characterizes a certain system of human relations to people and to oneself in the complexity of social relations. Outwardly, it manifests itself in leadership behavior and activity. The internal leadership position is conditioned by the system of attitudes, goals and values and reflects the nature of the needs, motives and beliefs of the individual.

Solving the problems of training of competitive specialists requires the search for new forms, non-traditional approaches to the organization of educational and upbringing activities of students in higher education institutions, the identification of effective mechanisms for the formation and development of the leadership position of future social workers.

Therefore, improvement of the education system should be directed not only at personal development of students, but also at formation of the leader's position of the future specialist, upbringing of an independent person, responsible for his/her actions and deeds, ready for new unexpected steps, capable of self-education, self-improvement, self-realization, self-economic independence and achievement of life success.

Analysis of relevant research. At the present stage of Ukraine's social development the leadership takes content as a factor of stability, integration of interests of various groups of the population, because leaders, shaping the strategy and determining the ways of its implementation, are initiators of transformations and key figures for the successful development of society in general and social work in particular. The emergence of democratic leadership will contribute to the stable and progressive development of our state. It is impossible to perform effectively the functions of planning, motivation, organization and control, if there is no effective leadership and leaders capable of encouraging other employees, positively influence and lead them, thereby achieving positive end results.

A leader is a person, capable of influencing the actions of one person or group of people in order to achieve the goal. There are two types of leaders: active and intelligent. By the definition of Y. Adyze, the active type of the leader influences the group with the help of the strength of his personality. Intellectual leader type, on the contrary, influences the group with the help of his knowledge and ideas [2].

The problem of the effectiveness of forming the leadership position among specialists in the social sphere is related to the scientific and practical tasks facing the higher school and is conditioned by a combination of objective and subjective factors that will determine the dynamics of the personality development in society. In particular, the creation of a leadership position is preceded by the creation and observance of such organizational conditions: the formation of a leadership position on the basis of a person-centered approach, taking into account the specifics and developing the motivation of leadership

among future social workers, providing opportunities for the manifestation of leadership behavior, improving their professional competence [3].

Updating the content of education on the basis of humanization and the democratization of its content led to “a new understanding of activity, personality and creativity, has a deep worldview. After all, in the process of getting education, young people acquire material and spiritual cultural values, form responsible attitude to the preservation and enrichment of historical, scientific and cultural values, and this is impossible without employing a leadership position in the field of social work, determines the requirements for the personality of the future specialists about the presence in them leadership qualities in the cognitive, intellectual, communicative, motivational spheres, the development of skills not only to use information, but also to acquire oneself and apply it in complex and crisis situations, be able to set tasks and find ways to solve them” [4].

According to the specifics of the profession, a social worker must be a social leader and combine in his professional activities the performance of functions as a leader and manager. However, in the process of traditional professional training of the future social workers, the leadership aspect is not allocated and, accordingly, is not perceived by students as an essential component of professional activity. As a result, future specialists do not have a full understanding of the meaning, the role and structure of leadership in teams, the specifics of leadership and management. It should also be added that even partial theoretical knowledge about these features is not actualized in practical activities and, accordingly, is not fixed in leadership skills. And this is under the circumstances that modern society defines clear guidelines for the professional competence of a specialist in social work, which provides for the quality and timeliness of the tasks in planning, organization of search and selection of accommodation, adaptation, evaluation, incentives, movement, personnel development. Therefore, the requirements for them should be formed in such a way that they correspond to the totality of the employee's competencies, which must be reflected in the professional program, psychogram, competency maps, qualification card, etc [5].

According to Zh. Blondel, “leadership is as old as humanity, it is universal and inevitable. It exists everywhere: in large and small organizations, in business and in religion, in trade unions and in charitable organizations, in companies and universities. Leadership by their intentions and goals is the hallmark of the number one of any organization” [6]. In addition, an indispensable condition for leadership is emotional intelligence [1]. A person who does not have it can have first-class training, a keen mind and constantly generate new ideas, but he/she still will not become a leader. The components of emotional intelligence are self-awareness, self-control, motivation, empathy and social skills. To have these qualities means to understand one's own and others' emotional state, and lead people to achieve common goals.

Leadership qualities, stresses M. Kipnis, are “relatively stable and interconnected formations of personal characteristics that ensure the patterns of leadership in various group and organizational situations ... and encompass character, temperament, motivation, intelligence, ability, knowledge and personal experience” [7].

D. Kraims defines leadership qualities as internal traits or abilities that allow the leader to act effectively, while contributing to the development of the organization [8]. In addition, it is worth working on the development of one’s own personal readiness for self-development, manifestations of inclinations and abilities that provide balanced and harmonious development of various aspects of a person with the application of adequate efforts to expand personal potential [9].

So, the features of the formation of the leadership position, the development of leadership qualities as a variety of socio-psychological properties of the personality of the future specialist in social work, reflecting the attitude towards people and society as a whole and are in public behavior and actions, are becoming increasingly relevant in modern psycho-pedagogical science, in particular in the theory and practice of social work.

The urgency of this problem is due to the need to eliminate the contradictions were found in the theory and practice of higher education, namely: between the needs of society in specialists with a strong leadership position, characterizing a certain system of human relations to people and to oneself in the complexity of social relations and existing the position of the formation of leadership qualities of future social workers; between the objective requirement of forming the leader's position of the student as the basis for his/her self-development and self-realization and the lack of scientific and methodological support for this process in higher education; between the powerful potential for forming the leadership position of future specialists in social work and its limited use in modern higher education institutions.

The aim of the article is analysis of the results of the ascertaining study to determine the leadership position of the future specialists in social work in the teaching and educational process of Bukovynian State Financial and Economic University and Yurii Fedkovych Chernivtsi National University

The study object is the phenomenon of leadership.

The study subject is leadership positions of the social worker as a need of the time.

Leadership is an essential characteristic of a specialist that significantly affects the quality of social work and even at the level of skills. The main feature of leadership is the ability of the future social worker for independent decision-making, because only the leader can take responsibility for decisions, for the results of their implementation.

To the criteria for the effectiveness of the manager D. Osborn and T. Gebler refer such things as: the ability to stimulate actions, belong to the community, be competitive, focus on the mission of the organization, focus on the client, be enterprising, prudent, market oriented, decentralized [10]. Leadership is also one of the main factors in increasing the effectiveness of managing social work. The best leaders are those that provide intellectual leadership, which involves the ability to analyze the suggestions and ideas of others, those that not only have the knowledge, but also can share them.

Materials and methods of research. The empirical study included 124 students from two high schools in the Chernivtsi city (Ukraine). We used the following psychological methods: a test of self-actualization (SB) from Shostrom [11]; Multifactor Leadership Questionnaire (MLQ Form 5X-Short) [12]; Diagnostic methods of leadership [13]; method of “Assessment of communication and organizational skills dispositions – KOD” [14]; self study method of personality traits Т. Дембо, С. Рубинштейна, technique “Leadership Effectiveness” [15].

Methods of empirical processing and interpretation of data: Quantitative and qualitative analysis (descriptive statistics, correlation and factor analysis). The empirical results were processed using a statistical software package SPSS 21,0 for Windows.

Results and discussions. In the process of studying the level of the formation of the leadership position of the university students, the motivational-value, cognitive-behavioral and personality-reflexive criteria, which are closely interrelated and interdependent, are analyzed. High, medium (sufficient) and low levels of formation were revealed.

The high level of leadership us an indicator of the strong leadership abilities of the future specialist in social work, the presence of such characteristic features as: strong willpower, self-criticism, reliability, independence, initiative, dedication, easy adaptation to any conditions. It is an authoritative person who always takes an active life position, is able to build relations of domination and subordination, influence and imitation, is able not only to exploit skillfully and use the latest technologies, but also to initiate and manage changes in the sphere of social work. The students’ orientation presupposes active, productive life, cognition of the surrounding world and self-development, self-improvement and self-realization when achieving the set group goals. The future specialists possess profound and exhaustive psychological, sociological, pedagogical, legal and other knowledge about leadership, have professional competence in the field of social work, have formed sufficient cognitive, intellectual, communicative, organizational and reflexive skills. They are characterized by talent, skill, perseverance in achieving their goals, ambitiousness, diligence, efficiency, initiative, responsibility, dedication, empathy, determination, non-standard thinking, creativity, risk appetite.

The average or sufficient level of leadership among future specialists in social work involves perceiving oneself as a leader, understanding the essence of

leadership position, its role and significance for the future practical activity, but there is a lack of stable positive motivation for its formation. Students are characterized by the average level of leadership abilities, uncertainty about their own priorities and long-term goals, sufficient resistance to new conditions, self-criticism, but not always, insufficient knowledge, partial independence, reliability, but not in critical situations. They have the potential to become a leader, but this is not always achieved, because they are not confident in their own abilities.

The low level of leadership among the future specialists in social work indicates a weak manifestation of leadership abilities and characterizes a passive or negative attitude towards the formation of a leadership position. Students are characterized by weak willpower, poor adaptation to new conditions, lack of interest in manifestation of the phenomenon of leadership, low level of self-criticism, quick abandonment of the goal, if there are barriers to it, lack of desire for self-expression, predominance of motivation to avoid failures. Such students formed fuzzy, superficial ideas about certain aspects of the formation of leadership positions. Cognitive, intellectual, communicative, organizational and reflexive skills in them are almost not formed. According to the manifestations of ambition, diligence, efficiency, initiative, perseverance, zeal, purposefulness, determination, signs of non-standard thinking, creativity, they find them only in isolated cases, and risk appetite, reflexive skills, independence are almost absent.

The study of the motivation-value criterion allowed to study (using the methods of questioning, the method of expert assessments, the methods of E. Shostrom [16], self-assessment of leadership [13]) the attitude of the future specialists in social work to the formation and establishment of a leadership position, their value attitude to collective interests in the professional sphere, the ability to understand the moral content of the profession of a social worker-leader, the essence of moral inconsistencies in various professional situations in social work, predicting the results of their actions, and also motivation to achieve success in the future professional leaders.

The indicators of the motivation-value criterion are given in Table 1.

Thus, the results of the analysis of the motivation-value criterion have shown that the state of formation of the leadership position of students does not meet the requirements.

When studying the cognitive-behavioral criterion for the formation of the leadership position of the future specialists in social work, indicators were obtained on the level of knowledge, understanding and analysis of the factors that determine its formation in the conditions of the educational process of the university, the development of the necessary groups of skills (cognitive, communicative and organizational), the ability to motivate and persuade, focus on successful activities, the ability to implement in the behavior of the strategy and tactics of ethical adequate communication [17].

Table 1

The indicators of the motivation-value criterion (%)

The attitude of the future specialists in social work to the formation and development of a leadership position	Positive-active	Positive - passive	Active or passive
	33,52	56,15	10,33
Valuable attitude to collective interests in the professional sphere of the individual	59,76	36,98	3,26
Value attitude to the collective interests in the professional sphere of the leader's personality	23,76	57,10	19,36
The level of ability to understand the moral content of the profession of the social worker-leader in success	Sufficiently formed	Insufficiently formed	Almost absent
in the activities of a personality	71,61	28,39	0
in the activities of a leader	17,23	80,10	2,67
The level of ability to understand the essence of moral inconsistencies in various professional situations in social work, predicting the results of their actions	Sufficiently formed	Insufficiently formed	Almost absent
Scale "Orientation in time"	8,23	51,34	40,43
Scale of Values	3,24	56,23	40,53
Scale "Attitude to human nature"	19,08	60,36	20,56
Assessment of the ability to understand the essence of moral inconsistencies in professional situations, predicting the results of their actions	A positive assessment	A negative assessment	
Scale "Purposefulness"	65,43	34,57	
Scale "Strategic thinking"	34,51	65,49	
Level of motivation formation to achieve success in future professional leaders	High	Medium	Low
in the activities of a personality	58,53	40,67	0,80
in the activities of a leader	18,38	71,14	10,48

The study was conducted using methods: questionnaires, the method of peer reviews, a multifactorial questionnaire of leadership (B. Bass, B. Avolio) [12], method of Shostrom [16], method KOD [14], methods of leadership and self-esteem "Efficiency Leadership" [13]. Indicators of cognitive-behavioral criteria are provided in Table 2.

Thus, the analysis of the results of the study of the cognitive-behavioral criterion on certain indicators on the formation of the leadership position of the university students showed that the majority of the future specialists in social work have not reached a sufficient level.

Table 2

Indicators of the cognitive-behavioral criterion of the formation of the leadership position of future specialists in social work (%)

	High	Medium	Low
Level of awareness on the formation and development of leadership positions among the future specialists	5,5	18,15	17,33
Level of knowledge on professional activity	45,16	46,98	7,86
Ability to understand and analyze the factors that determine the process of forming the leadership position of the future specialist in conditions of the university	Sufficiently formed	Insufficiently formed	Almost absent
Influence	43,64	50,72	5,64
Inspiration	52,14	43,00	4,86
Intellectual stimulation	30,46	58,22	11,32
Individual approach	31,29	59,02	9,69
Motivation	35,06	53,23	11,71
Management	50,8	47,88	1,32
Level of formation of cognitive skills	Sufficiently formed	Insufficiently formed	Almost absent
	10,23	53,34	36,43
Level of formation of communicative skills	43,24	31,23	25,53
Level of formation of organizational skills	29,08	32,36	38,56
Evaluation of the ability to guide the methods of forming the leadership position of the future specialists in social work for successful professional activity	A positive assessment		A negative assessment
	81,25		18,75
The level of ability to direct methods of forming the leadership position of the future specialists in social work for successful professional activity	Sufficiently formed	Insufficiently formed	Almost absent
	62,19	37,81	0
The level of ability to convince others, an understanding of their intentions and causes of actions on the scale of implementation the ability to influence subordinates	Sufficiently formed	Insufficiently formed	Almost absent
	12,38	61,14	26,48
The ability to convince others, to understand their intentions and the reasons for their actions, according to the methodology of leadership self-assessment	A positive assessment		A negative assessment
	80,35		19,65
The level of ability to self-criticism, the realization in the professional activity of the strategy and tactics of ethical communication according to the methodology of E. Shostrom	Sufficiently formed	Insufficiently formed	Almost absent
	11,38	72,14	16,48
Scale "Contactness"	11,20	75,29	13,51
Scale "Flexibility in communication"	8,59	73,85	17,56
Evaluation of the ability to implement in the professional activities of the strategy and tactics of ethical communication using the methodology of leadership self-assessment	A positive assessment		A negative assessment
	69,05		30,95
Scale "Adaptation"	78,57	21,43	

Investigating the personality-reflective criterion, the indicators were obtained regarding the nature of the student's identification of personal qualities as components of the leadership structure of the future specialists (ambitiousness, diligence, efficiency, initiative, responsibility, perseverance, purposefulness, determination, non-standard thinking, creative traits, risk appetite, independence) level of reflexive skills. To this end, methods were used: questioning, the methodology of E. Shostrom [18], methods for diagnosing leadership qualities [14]. Indicators of the personality-reflective criterion are given in Table 3.

Table 3

Indicators of the personality-reflective criterion of the formation of the leadership position of the future specialists in social work

Personal qualities	The character of manifestation		
	Sustainability	Situative	Almost does not manifest itself
Ambition	10,34	68,27	21,39
Industriousness	29,06	59,45	11,49
Industriousness	9,75	66,65	23,60
Initiative	4,96	71,33	26,71
Responsibility	34,83	53,47	11,70
Persistence	25,12	60,81	14,07
Purposefulness	34,84	54,08	9,08
Determination	19,91	64,73	15,36
Thinking outside the box	22,59	49,37	28,04
Creative traits	23,64	55,31	31,05
Risk appetite			
Independence	7,65	54,27	38,08
The level of formation of reflective abilities of future specialists in social work	Sufficiently formed	Insufficiently formed	Almost absent
Scale "Spontaneity"	22,73	15,78	21,17
Scale "Self-understanding"	59,87	58,98	48,01
Scale "Autosympathy"	17,4	25,24	30,82

It is worth noting that less than 1 % of respondents found an adequate level of leadership among the future specialists in social work on all three scales.

Thus, the results of the study on the third criterion of the formation of the leadership position of the future specialists in social work showed an insufficient level of its formation.

Conclusions. The results of our study showed that only 5 % of the university students surveyed had a high level of leadership among the future specialists in social work. In addition, uncertainty in the responses have been revealed, and this shows the existing problems in the quality and effectiveness of training of specialists in the social sphere in the university, which require additional research and measures to address them.

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АНОТАЦІЯ

Балахтар Валентина. Особливості формування лідерської позиції соціальних працівників.

У статті розкривається важлива інтегрована характеристика особистості сучасного фахівця соціальної роботи як наявність сформованої лідерської позиції, тобто комплексного, відносно стійкого, динамічного особистісного утворення, що характеризує певну систему ставлень людини до людей та до самої себе у складності соціальних відносин. Висвітлено особливості становлення лідерської позиції в соціальних працівників, що передбачає набуття гуманістичної культури: сукупність загальнолюдських ідей, професійно-ціннісних орієнтацій, якостей особистості, гуманістичних педагогічних технологій, що сприяють успішній самореалізації в гармонії із загальнолюдською культурою, набуттю професійної та соціальної стійкості. На прикладі дослідження лідерських якостей у студентів спеціальності «Соціальна робота» у вищих навчальних закладах міста Чернівці доведена необхідність формування та становлення лідерської позиції в майбутніх фахівців у навчально-виховному процесі. У статті визначено критерії та показники рівнів сформованості лідерської позиції студентів вищих навчальних закладів, підібрано методики для діагностики рівня сформованості складових лідерської позиції майбутніх фахівців соціальної роботи та проаналізовано результати констатувального експерименту.

Ключові слова: фахівець соціальної роботи, лідерська позиція, лідер, система ставлень, соціальні відносини, професійно-ціннісні орієнтації.

РЕЗЮМЕ

Балахтар Валентина. Особенности формирования лидерской позиции социальных работников.

В статье освещена важная интегрированная характеристика личности современного специалиста социальной работы. Это наличие сложившейся лидерской позиции – комплексного, относительно устойчивого, динамичного личностного образования, характеризующего определенную систему отношений человека к людям и к самому себе в совокупности социальных отношений. Освещены особенности становления лидерской позиции у социальных работников, которые предусматривают приобретение гуманистической культуры: совокупность общечеловеческих идей, профессионально-ценностных ориентаций, качеств личности, гуманистических педагогических технологий, способствующих успешной самореализации в гармонии с общечеловеческой культурой, приобретению профессиональной и социальной устойчивости. На примере исследования лидерских качеств у студентов специальности «Социальная работа» в высших учебных заведениях города Черновцы доказана необходимость формирования и становления лидерской позиции у будущих специалистов в учебно-воспитательном процессе. В статье определены критерии и показатели уровней сформированности лидерской позиции студентов высших учебных

заведений, подобраны методики для диагностики уровня сформированности составляющих лидерской позиции будущих специалистов социальной работы и проанализированы результаты констатирующего эксперимента.

Ключевые слова: специалист социальной работы, лидерская позиция, лидер, система отношений, социальные отношения, профессионально-ценностные ориентации.

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MUSIC PLAYING AT HOME – FAMILY AS AN ENVIRONMENT SUPPORTING MUSICAL ACTIVITY OF A CHILD

The article presents theoretical discussion on music playing as an element in the process of raising a child to music and through music. The basic information concerning musical expression of a child is described and the family as a musical support environment is defined. The paper also includes a report on the research on family music playing conducted in Poland.

The aim of the article is to present theoretical considerations on music making as an element in the process of growing a child to music and through music. The tasks assigned will focus on: basic information about the child's musical expression; family as an environment supporting his musical activity and relations with research conducted in Poland on family music making.

In the article such research methods as analysis, synthesis, generalization, comparison have been used for defining the role of music playing at home and family as an environment that supports musical activity of a child.

The presented research results and relevant findings indicate the need for informing parents about the essence of their role in the process of supporting children in undertaking musical activity. Some academic and art centres already organise special classes under the "Music academy of a toddler/preschooler", "Philharmonic of a toddler" or "Musical classes for parents with children".

It is concluded that family music playing is intended to support and promote group music playing and it serves not only as a path of musical education but also as the means necessary in building social bonds and culture dissemination. Music connects generations, is a perfect method for spending time as a family and inspiring fun. It also helps children to enter the world of sounds, and in the case of a child starting education at music school, the family provides support in dealing with difficulties, assists and positively motivates him/her to practise. Institutions popularising culture should look into the problem with a greater concern by raising the value of music playing at home, arranging this type of activity, initiating projects involving the stakeholders to reflectively look into the role of music in the development of a child.

Key words: music playing at home, family, music activity, child.