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## MUSIC AS A MEANS OF CIVIC PERSONALITY DEVELOPEMENT

**Petro Mykolaiovych Voloshyn,**

*PhD in Pedagogy, Associate professor,  
Pavlo Tychyna Uman State Pedagogical University*

**Anna Petrivna Voloshyna,**

*PhD in Pedagogy, Associate professor,  
Associate professor of Primary Education Department,  
Pavlo Tychyna Uman State Pedagogical University  
Uman, Ukraine*

### **Abstract**

*The article highlights the problem of developing the civic consciousness of a personality by means of music, because it is a unique way to the formation of the unity of emotional and intellectual spheres. The results of the analysis of music programs for all the classes of secondary school are given in the article. The main directions of work on stage-by-stage attracting schoolchildren to civic, spiritual values during Music lesson have been identified as: stimulating cognitive activity, enriching of the emotional and sensory experience of schoolchildren basing on interartistic assotiative relations, activization of schoolchildren creative selfexpression in the processes of integration different types of musical activity at Music lessons.*

**Keywords:** *civic consciousness, spiritual values, civic consciousness components, music art, artistic and creative activities.*

**Problem formulation.** Citizenship development is an important part of moral education. In terms of pedagogical process, civic values should be formed by using the potential of all school subjects, among which music studies occupy a special place.

**Analysis of recent researches and publications.** The Ukrainian pedagogical science and practice has accumulated significant positive experience in the citizenship formation of youth. The theoretical and methodological guidelines for the development of civil values were presented in details in scientific studies of modern Ukrainian scientists: — I. Bekh, M. Boryshevskiy, S. Goncharenko,

O.Dokukinoia, Iu Krytskoia, Iu. Rymarenka, H. Filipchuk and others. The problem of implanting spiritual values into an individual, which are presented in art works, was most fully explored in terms of philosophical and sociological ideas (M.Bakhtin, M.S.Kahan, N.Krylova), social philosophy (V.Hrechanyi, L.Oleksiuk, Iu. Ponomarov, V.Fedotova, etc.).

The **aim** of this article is to highlight components and areas of civic personality development, to reveal their semantic aspect, to show how music affects the process of forming the mention phenomenon regarding a student's personality.

**Summary of the main research ideas.** The processes of development of personality's citizenship are reflected in the art lessons, in particularly, music lessons in modern schools. Communication through art and aesthetic activities during the course of the educational process is one of the most effective means of familiarizing students with civic values. However, the study of practical experience gained by teachers of art disciplines and analysis of their courseware has allowed to reveal some contradictions in the organization of training and educational process for music lessons. These contradictions have occurred due to fact that the ways of personality development which music art propose are not adjusted to the individual's capacity for artistic worldview and those social attitudes which have been developed for education in secondary schools and teaching in general. This creates a conflict between emotional and imaginative nature of music, and rational and logical educational paradigm. The disequilibrium of inter-arts associative relations and the fact that these art works are combined formally, only according to their topics, show that the program of the disciplinary "Music" is not sufficiently elaborated. This also proves that it is impossible to understand fully the spiritual value of music image. For this reason, it becomes particularly important to implant civic values in students during music lessons.

While examining the subjects of artistic education, and music in particular, the main problem that should be resolved today is to help students figure out their place and role in society, mechanisms

of their own behavior and that of other people; enrich themselves with world and national social experience; understand the regular patterns of their motherland's historical development; learn how to communicate in a civilized way with people around them; live in harmony with nature; learn to think; understand that the world is integral and multidimensional, the sense of human existence. The subjects of artistic education underlie modern scientific ideas about a human being as a subject-object in a socialization process, knowledge about society and culture.

Music education plays a special role in the all-round development of civic personality. It is a unique means of uniting student's emotional and intellectual spheres, and therefore developing worldviews and values. Due to the specific, intonation and procedural nature of music, music education affects not only the artistic sphere of an individual, but also its general spiritual development, by revealing such abilities as figurative imagination, memory, creative thinking, fantasia during active music lessons. An effective way to realize the educational potential of music art is to use its intonation features as a form of social consciousness, typical mechanisms of music's impact on an individual; to recognize the priority of perception, which underlies the creative process of understanding and interpreting the art, and represents a form of displaying active attitude towards art and reality.

In order to make sure how the learning material that is taught in school, contributes to citizenship development in schoolchildren and to help future music teachers analyze these works, we have made a profound analysis of programs of music education for all classes of secondary school. All program works were analyzed whether they have incentives for each of citizenship's components, namely emotional, cognitive, axiological and praxeological components.

There are some specific examples taken from programs [4]. 1st form. (general education school). Authors O.Rostovskiy, R.Marchenko, L. Khliebnikova, Z. Barvytskyi (K.: Znaniia, 1996). The program consists totally of 141 pieces of music from which 104 civic songs. They are divided by genre: folk songs — domestic 31;

historical 15; lyrical 35; modern patriotic songs 8, classical works of Ukrainian composers 15.

2nd form. The total amount that were proposed to study in class is 186 pieces of music from which 153 are civic songs, including folk songs (domestic — 52, historical — 31, lyrical — 36) modern patriotic songs — 16, classic works of Ukrainian composers — 17.

3rd form. The program consists totally of 189 pieces of music from which 143 are civic songs. Folk songs (domestic — 32, historical — 42, lyrical — 31), modern patriotic works — 16, classic works of Ukrainian composers — 22.

4th form. The program consists totally of 184 pieces of music from which 138 are civic songs, including folk songs (domestic — 32, historical — 28, lyrical — 24), modern patriotic songs — 18, classical — 26.

5th form. The program proposes to study totally 190 pieces of music from which 139 are civic songs. Folk songs (domestic — 28, historical — 26, lyrical — 31), modern patriotic songs — 16, classic works of Ukrainian composers — 28.

6th form. The number that were proposed to study in class is 188 pieces of music. 132 songs that somehow affects citizenship development. They include folk (domestic — 31, historical — 22, lyrical — 25), modern patriotic songs — 24, classical works of Ukrainian composers — 30.

7th form. The program consists totally of 186 pieces of music from which 125 are civic songs. Folk songs (domestic — 33, historical — 29, lyrical — 32), songs with patriotic tunes — 13, classic works of Ukrainian composers — 28.

8th form. According to the program, students should study 192 pieces of music from which a teacher can use 127 songs to develop students' civic-mindedness. Those pieces of music include folk songs (domestic — 21, historical — 25, lyrical — 24), modern patriotic songs — 22, classical works of Ukrainian composers — 35.

Thus, the analysis of music programs for a general education school has led to the conclusion that the programs for most forms offer a sufficient number of songs that promote citizenship education

of an individual by means of music. Proposed pieces of music expand the scope of knowledge, help develop aesthetic attitude to facts and events of life. Moreover, the students learn how to understand their feelings and values. Music affects the development of individual's cognitive abilities, enriches its world outlook, creates the conditions for learning the world in a fuller and more active way, forms the cultural elements needed for citizenship and social adaptation, artistic and aesthetic knowledge, experience of emotional and intellectual activity, values. Learning music not only provides a person with certain social and cultural ideas, but also forms an individual's emotional experience. As a result of this interaction, one can get to know better and appreciate oneself. Self-knowledge, self-esteem, self-expression, these qualities are essential characteristics of creative personality. The development of the latter is the main goal of music's educational influence.

As already mentioned above, music plays an important role in the civic personality development. "Learning the world is impossible if one does not understand and feel music, one does not have a deep spiritual need to listen to music and get pleasure from it," — writes V. Sukhomlynskyi. "Without music, it is difficult to convince a person who is just entering the world, that a man is beautiful, and this belief, in fact, is the basis of emotional, aesthetic and moral culture". [5, 47].

One cannot develop its spirituality if one does not feel oneself as a part of its nation and culture. That is why, music programs, practically for all forms, involve folklore studies. Folklore is one of those parts of spiritual culture that present mostly its national elements, certain features typical for a certain nation. Folklore is a form of expression of oneself and its worldview, available for each and every one. Ukrainian folk music pedagogy considers folk musical art as one of the fundamental part of musical education and training. By examining the art works of their nation, children understand better the art of other nations, and they perceive and feel deeper what is universal.

The Ukrainian folk music should underlie musical education, because it promotes the most comprehensive and harmonious development of a child's artistic taste, actively affects the spiritual development of children, enriches their moral qualities, raises awareness of a goal as well as freedom and hard work.

According to the program for each form, folk songs are obligatory to be studied at a general education school. It is domestic, historical and lyrical songs that we have separated from the list. Because those songs have deep historical roots. The set of proven practices and empirically accumulated knowledge and skills, which are products of people's social and historical experience, has been passed from generation to generation. Their main goal is to develop, intentionally educate and train the youth, by using the best nation's examples and ideals. Historical memory, family traditions, which are the most important factors of civic personality development, are preserved in domestic folk songs. They contain family experience, its moral values as well as family ones, national traditions that remain being important and reproduce themselves in each new generation. In girls, they cultivate such qualities that are inherent in the future mistress of the house, mother; in boys — features of the future defender of the hearth, owner of his own home ("Dudaryk" — 3<sup>rd</sup> form, "Zore moya vechirniaya (My evening star)" "Dumy moi (O my thoughts)" — 6<sup>th</sup> form, "Misiats na nebi (Moon in the sky)", "Plyve choven (Floating boat)" — 7<sup>th</sup> form). Apart from that, a special mention should be made for historical songs where the idea of a perfect man is present. Historic images represent an ideal kind of person who incorporates all the best personality traits. At the same time, it is the ultimate goal of education and self-education of every member of society. Among the main traits of such a person, it is a sense of patriotism, which is based on the desire to improve its people. (This idea is present in such songs, as "Cossack", "Hey, Vy, Kozaky (Hey, you, Cossacks)" — 2<sup>nd</sup> form; "Zasvit Vstaly Kozachenky (Light Rose Cossacks)" — 3<sup>rd</sup> form; Ukrainian folk duma (song) "Ivan Bohun," 4<sup>th</sup> form; "Yikhav Kozak na Vynonku (Cossack Rode to War)" "Kozaka Nesut (They

are Carrying a Cossack)” — 5<sup>th</sup> form; “About Marusya Boguslavka “ — 6<sup>th</sup> form).

The program also provides for the study of modern patriotic pieces of music. First of all, these are “Zatsvila v Dolyni (Blooming in the Valley)” — 1st form (A.Filipchenko), “Poema-legenda (Poem-legend)” (V.Kosenko, 2nd form), “Pisnia pro vchytelku (A Song about a teacher)” (P. Mayboroda, 3<sup>rd</sup> form). “Pole moie, Pole (My field, the field)” (V. Filipenko, 4th form), “Stepom, Stepom (Steppe, steppe)” (A.Pashkevych, 5th form), “Gayi shumlyat (Groves noise)” (P. Mayboroda 7 cl.) and others. Nevertheless, in our opinion, there are not so many works where present times are described. For all those reasons, contemporary musical art has one of the leading places in the system of civic personality development. It is considered as a part of the world, tool of its spiritual and practical learning and mastering of gained knowledge. The system of social production, human activities, labor, creativity are reflected in this art. The latter complete an individual’s life experience with imaginary life experience in order to intentional development of human consciousness.

According to the research results, the majority of pieces of music affects the emotional component of citizenship of pupils from all forms. It is quite clear for the primary forms. After all, the emotional and aesthetic responses to the surrounding environment dominate in those primary school-aged children. They usually perceive the world around them only through emotions and feelings. Therefore, in order to affect other components of citizenship, it is necessary to develop their emotional and sensual spheres.

The emotional and aesthetic reasons are complimented by cognitive and intellectual ones in the middle forms. Thus, less attention should be given to the emotional perception of the world through music and more to the desire to know it. However, a number of the very works that enable to expand the scope of knowledge, to help understand oneself as a citizen of the Earth, to form behavioral norms decreases in each next form.

It is noteworthy that there are not a lot of the works that are able to form a devotion to the Motherland, democratic values, commitment to family values, sense of responsibility for everything that is going around, therefore those that affect the axiological and praxeological components (for 1st form — 28, 2nd form — 32, 3rd form — 26, 4th form — 31, 5th form — 42, 6th form — 44, 7th form — 36, 8th form — 33).

Consequently, there was an urgent need to change not only the semantic load of music lessons, but also to identify differently key stages of gradual implanting of civic and spiritual values in students during music lessons.

In our opinion, such main stages are the following:

1. Stimulating cognitive activity in the process of familiarizing students to citizenship education during the course of music lessons.
2. Enriching emotional and sensory experience of students by means of inter-arts associative relations.
3. Enhancing creative self-expression of students, while integrating different types of music activity during music lessons.

When sharing the opinion of scientists that it is not only the content that should be a means of development, but also methods of its teaching, we offer the developed and tested methods of influence on schoolchildren's citizenship. As one of the effective methods of activation of student's cognitive activity during music lessons, we suggest *creating a problematic situation* that will make children think, reflect, and not just passively contemplate art.

For example, already in the first lesson, before you tell children about how art is diverse and how it affects people, we offer them to think about the question: "Why do we really like to listen to music, read poetry, contemplate pictures, watch movies, go to theatre, etc.?" Then, "magical" properties of art are discovered together with children in creative dialogue between teacher and students. The teacher helps students to conclude that they can tell the world via art (his perception and artistic creativity) about themselves and their skills, about certain events and times in which those events have happened; that art can predict the future and so on.



Learning the *language of arts* and particularly that of music is one of important types of work during music lessons. When basing on research of psychologists and teachers as well as on our own experience, we believe that the process of mastering the language of arts must be built on learning the history of the origins, specific features of their various forms and genres; understanding the original character of their expressive means. Communication with art should be an effective way of focused influence on the child's spiritual world through the creative activities of students. It is necessary to form a knowledge system about art that will reveal a child's spiritual potential, stimulate his/her artistic and creative independence.

The proposed method that can help to create broad inter-arts associative relations contributes to the process of systematization of received knowledge during music lessons.

While taking into account the psychological peculiarities of children, for example, those of primary school age, educators and psychologists recommend to show and to reveal relations, which exist between separate subjects, pieces of information and events, in the first or second forms. Scientists also underline the necessity to cultivate the ability to conflate independent things into one whole view and to develop the analytic and synthetic activity of the mind.

The creative imagination contributes to the ability to establish verbal, communication, gestures, visual and auditory associations while contemplating and producing art works. It also makes the perception of art deeper and more emotional, and the creativity of younger pupils more diverse and conscious.

The content of any lesson of an artistic and aesthetic cycle, and especially music lessons, should be revealed by examining various kinds of arts and therefore displaying their indissoluble unity and fruitful mutual enrichment.

The example of how to build inter-arts associative relations may be plans for lessons that concern the peculiarities of the language and expressivity of different forms and genres of art, as well as synthetic forms of art.

The culture of art perception is one of the major factors that contribute to the understanding of language of arts.

In order that the process of art perception affects the child's inner world, it must be conscious, not just emotional, and transformed into an act of co-creation. The Emotional and conscious art perception forms the spiritual world of a child by presenting him/her the world in new sounds and colors.

While shaping the culture of art perception by orienting students to the highest spiritual values (Truth, Goodness, Beauty), one should take into account the age peculiarities, abilities of primary school-age children, the factor of diversity of their artistic tastes.

However, combining emotional and intellectual factors in the formation of the culture of perception suggests leaning on one of the major age peculiarities of younger students: emotional character of all mental processes. Therefore, while organizing the process of art perception, we should focus not only on learning the language of arts and their concepts in our methodology, but on emotional nature and expressivity of this language, especially in the music perception.

The culture of art perception as one of the indicators of personality's citizenship may be determined, in our opinion, by man's inclinations to respond emotionally to a perceived work of art; to learn in a more profound and deeper way different forms and genres of art and their specific nature of their means of expression; and by the increasing need in art and artistic and creative self-expression. Our methods aim at the progressive development of all the above-mentioned qualities that characterize the culture of students' art perception. This is contributed by the selection of works of art for organizing perception process, correction of artistic tastes by targeting intentionally students at artistic values.

Thus, it is possible to make children feel a constant need in art by improving child's emotional, sensual and value spheres. As it turns out in practice, the targeted engaging of younger students in *artistic and creative activity* happened to be one of the most effective ways of forming this need.

When children cannot perform music like in the ensembles of children's music instruments, we suggest to play a game or to make some movements like musical performers or an orchestra's conductor.

We believe that it is important that teacher make improvisational staging of fragments of cartoons, musical and literary works during music lessons where, for example, younger pupils may show their acting, directing and other creative inclinations and abilities.

The development of the ability of students to perceive music promote the citizenship education at music lessons.

In our methodology, we use also games for developing creative imagination, artistic and value orientations for stimulating learning activity, etc.

When organizing the educational process focused on citizenship development during music lessons, the program of each topic was saved, the requirements to system of knowledge, skills and abilities were taken into account. Depending on the purpose of each lesson, a teacher can vary and supplement educational material by focusing his/her efforts on cultivating citizenship through the perception, attitude and understanding of reality (nature, life, man) and art reflection of it all.

In our opinion, it is also pedagogically appropriate to implement *independent creative tasks* in the learning process. Those tasks stand for creating a plot-tale, searching for resources in other fields of knowledge (creating musical illustrations or using small pieces of existing recordings from repertoire for children), finding new ways of solving problem situations that are proposed by the entertaining form of a tale.

**Conclusions** and perspectives for further researches. The above mentioned basic directions of gradual implanting of civil and spiritual values in students during music lessons reflect only the principle aspects of the complex social and educational problem of developing citizenship in pupils by means of music. The optimization of the system of citizenship development in students during music lessons is provided by its comprehensive implementation in the closest way.

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**Петр Николаевич Волошин,**  
кандидат педагогических наук, доцент,  
Заслуженный работник культуры Украины,  
Уманский государственный педагогический  
университет имени Павла Тычины  
г. Умань, Украина

**Анна Петровна Волошина**  
кандидат педагогических наук, доцент,  
Уманский государственный педагогический  
университет имени Павла Тычины  
г. Умань, Украина  
тел. 063 789 3317

**Волошин П.Н., Волошина А.П.**  
**МУЗЫКА КАК СРЕДСТВО СТАНОВЛЕНИЯ**  
**ГРАЖДАНСТВЕННОСТИ ЛИЧНОСТИ**

**Аннотация**

*В статье раскрывается проблема становления гражданственности личности средствами музыки, поскольку она является уникальным способом формирования единства эмоциональной и интеллектуальной сфер. Представлены результаты анализа программ по музыке для всех классов общеобразовательной школы. Аказаны основне направления работы по поэтапному приобщению школьников к гражданским, духовным ценностям на уроках музыки: стимулирование познавательной деятельности, обогащение эмоционально-чувственного опыта школьников на основе межхудожественных асоциативных связей, активизация творческого самовыражения школьников в процес се интеграции разных видов музыкальной деятельности на уроках музыки*

**Ключевые слова:** *гражданственность, духовне ценности, компоненты гражданственности, музыкальное искусство, художественно-творческая деятельность.*

**Петро Миколайович Волошин**  
кандидат педагогічних наук, доцент,  
Заслужений працівник культури України  
**Ганна Петрівна Волошина,**  
кандидат педагогічних наук, доцент,  
Уманський державний педагогічний  
університет ім. Павла Тичини,  
м. Умань, Україна  
тел. 063 789 3317

**Волошин П.М., Волошина Г.П.**  
**МУЗИКА ЯК ЗАСІБ СТАНОВЛЕННЯ ГРОМАДЯНСЬКОСТІ  
ОСОБИСТОСТІ**

**Анотація**

У статті порушується проблема становлення громадянськості особистості засобами музики, адже вона унікальний засіб формування єдності емоційної й інтелектуальної сфери. Проведено ретельний аналіз програм з музики для усіх класів загальноосвітньої школи, де всі програмові твори аналізувалися з точки зору наявності в них стимулів по кожному із компонентів громадянськості: емоційному, когнітивному, аксіологічному і праксеологічному. Визначені основні напрями роботи поетапного прилучення школярів до громадянських, духовних цінностей на уроках музики: стимулювання пізнавальної діяльності у процесі прилучення школярів до виховання громадянськості на уроках музики, збагачення емоційно-чуттєвого досвіду школярів на основі міжхудожніх асоціативних зв'язків, активізація творчого самовираження школярів у процесі інтеграції різних видів музичної діяльності на уроках музики. Розроблені та апробовані методи впливу на громадянськість школяра (створення проблемних ситуацій, освоєння школярами мови музики, встановлення широких асоціативних міжхудожніх зв'язків); визначені найважливіші чинники, що сприяють розумінню мови музики (прилучення молодших школярів до художньо-творчої діяльності, розвиток уміння сприймати музичні твори, упровадження у навчальний процес творчих самостійних завдань).

**Ключові слова:** громадянськість, духовні цінності, компоненти громадянськості, міжхудожні зв'язки, музичне мистецтво, художньо-творча діяльність.