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**«THE MAIN ISSUES OF THE DEVELOPMENT OF MUSICAL AND
AUDITORY IMAGES OF PUPILS-MUSICIANS OF PRIMARY SCHOOL
AGE»**

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Abstract: The main issues of the development of musical and auditory images of pupils-musicians of primary school age were analyzed in the article. Effective methods of creative development of future musicians for individual performers according to individual psychological types were described.

Key words: musical-auditory images, individual-psychological features, pupils of primary school age, art establishments of education, performing activity.

In modern music pedagogy much attention is paid to the development of artistic qualities, creative thinking, creative abilities, comprehensive artistic and aesthetic formation of future musicians [1]. Mastering the skills of playing the instruments is in line with modern trends in instrumental performance – the humanization of music education, the introduction of innovative methodological technologies, adapting the achievements of outstanding music teachers to modern practice [2].

Musical-auditory images as the basis of personality development can be traced in the unity of emotional and rational. Certain sociocultural factors also determine the features of moral, aesthetic, musical development of future instrumentalists [3].

The purpose of the study is to determine effective methods of developing musical and auditory images of pupils-musicians of primary school age.

Research objectives: to analyze the state of the researched problem in the scientific literature, music-pedagogical theory and practice; to determine the structure of musical and auditory images of children of primary school age in the process of instrumental learning; to diagnose the levels and the dynamics of development of musical and auditory images; to describe effective methods of development of musical and auditory images of pupils-musicians of primary school age.

The scientific novelty of the study is to determine the methodological and practical aspects of the development of musical and auditory images of younger pupils of aesthetic schools; effective methods of creative development of future musicians are outlined that are appropriate for individual performers according to individual psychological types.

The practical significance of the study is to develop and implement methods for the effective development of musical and auditory images of primary school children, which consist of a set of psychodiagnostic techniques, a comprehensive program aimed at overcoming shortcomings and revealing the positive qualities of future musicians.

In determining the theoretical foundations of the development of musical and auditory images of primary school pupils in the process of instrumental learning, the problem of musical and auditory images in philosophy, psychology and music pedagogy is analyzed. The structure of musical and auditory images of primary schoolchildren is considered.

The individual psychological features of the manifestation of musical and auditory images of students of junior classes of schools of aesthetic education are determined. It has been proven that the comprehensive development of musical and auditory images of pupils is an integral part of the training of instrumentalists of younger age.

According to the results of an experimental study on the development of musical and auditory images of junior pupils, effective methods of their development are outlined.

The results of the study give grounds to formulate the following conclusions:

According to historical and analytical research, it is determined that musical-auditory images are a specific mental phenomenon, which can be traced in the process of

interaction of mnemonic, imaginative and spatial components. Representations are considered by scientists as a process, model, level of mental reflection of reality. They are a necessary part of the performance process and consist of intra-auditory and motor images, control of sound and auditory correction.

The basic component of the development of musical and auditory images is the manifestation of individual psychological characteristics of primary school children. In the structure of musical and auditory images there are melodic, dynamic, articulatory, metro-rhythmic, formative components. Peculiarities of musical perception of works, emotional sensitivity, musical-auditory activity and individual development of inner hearing were the criteria for the formation of musical-auditory images of pupils. According to the specifics of adaptation of pupils to the instrumental performance and the level of development of musical and auditory images, instrumentalists were differentiated into three levels (high, medium, low). The advantage of pupils with an average level of development of musical and auditory perceptions is noted.

According to the results of the experiment, the dynamics of positive changes in the pupils of the experimental group was established. Positive changes in younger pupils of the control group are insignificant.

Among the effective methods of developing musical and auditory images exercises on activating listening to music, finding associations to the appropriate image, integrated knowledge, plastic-motor and theatrical improvisations are dominated.

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