MUSIC MEANS OF EDUCATION: THEORETICAL ASPECT

Wei Zheyuan
National Pedagogical Dragomanov University, Kyiv, Ukraine
66188584@qq.com

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Abstract: This article analyzes the scientific and educational source of problem of music means of education in different types of institutions. The author offers a description of the views of teachers of classical and modern domestic and foreign researchers on educational influence of music on the identity development and formation in different age periods of development. Based on the theoretical analysis the author identifies several areas of influence of music as a means of education.

Keywords: art, music, music education, music and educational activities, polyartistic education, teaching and musical activities.

Introduction


The research results make it possible to assert that feature of art lies in its complex effects on humans: it simultaneously expands the volume of knowledge and forms the spiritual world, and some of its species are of different areas of education. Art can not only get information about the surrounding world, but also can form the attitude, get spiritual culture of ancestors, to ensure harmonious all-round development of personality (I. Egorova, 1998, p. 138).

Music in the family of Art occupies a special place because of its comprehensive direct human exposure. The music dates back to the dawn of mankind. Initially, it performed a ritual function, repeating the rhythm of labor movements, facilitated performance and contributed to it. Music creates special sounds that do not exist in nature and do not exist outside of music. But basically musical sound has similarities to human intonations, these intonations always emotionally rich, intertwined with human feelings. Music speaks to man "direct language of the soul," worried man causes a lot of emotion. So music - it is not reflection of the objective world, but a reflection of human feelings and thoughts (L. Bilozub).

Modern musical space in society, as T. Sapizhak states, is determined by diversity. The human being is influenced by different socio-cultural, psychological, economic, political and other factors. In the education of the general culture of personality musical culture plays a significant role, which comprehensively affects the harmonious development, especially the development of emotional and sensual spheres of adolescents. By the force of impact on the inner world music has no equal. Deprived of direct visual-visual image, music conveys the profound and subtle nuances of human aesthetic experiences. Music is as so meaningful way, as difficult ambiguous feelings of man. Music is the catalyst for all creative potential; it can arouse personal specific personality traits (T. Sapizhak).

The purpose of the article is the theoretical analysis of the education of the individual means of music.

The material of research

The role of art as a means of personally oriented education students, K. Dubych emphasizes. It is in terms of socio-cultural environment of higher education implementation tasks personally oriented education based on universal values and personality, among which is the leading moral and cultural values. Values set the direction of education system, so a practical educational activity in the humanistic oriented course of higher education is based in their context (K. Dubych, 2007, p.11).

According to A. Maltseva, the impact of art on personality occurs in two main types of activity. First, the activity related to the perception of art, communicating with it; secondly – an experience of personal creativity. The impact depends on the age characteristics, mental state, leading type of artistic and aesthetic activities, the nature of the needs of the individual. If it does not meet the social function of art and perception is not adequate to its nature, the effect of art is not carried out its role in shaping the personality remains unfulfilled (A. Maltseva, 2012, p.171).
The researcher points out that one of the most popular art form among teens is music. It reflects the reality in the emotional experiences and filled with a sense of ideas expressed through sound. Music is able to exert different effects on development of personality. Most teens listen to music of low quality. It is available to their perception, can oppose the adults affirm the company of their peers, but does not create positive and social quality. It is therefore important to target adolescents in the music space, introduce different musical genres, and inform them about the impact of music on mental and physical health, participating in musical activities (A. Maltseva, 2012, p. 172).

Upbringing with music is the most accurate, the most appropriate direction for the development of the spiritual world of each individual. The strength and direction of impact of music are determined by a listener's common culture, his musical experience and skills of music, without which the full comprehension of aesthetic work is not possible. Skills and knowledge cannot be gained without frequent communication with music that is out of music communication (A. Rudnytska, 2003).

In pedagogical theory and practice music has always recognized one of the strongest means of influencing the spiritual world and therefore it was used as a tool of its formation. Aphoristic values has the expression of V. Sukhomlynsky about the role of musical education, which is a famous teacher considered not as an educationof a musician but as an education of a person. That is why V. Sukhomlinsky supporting progressive ideas of music pedagogy, emphasized the unique role of music education, that aesthetically colours the whole spiritual life of the individual. Knowledge of the world is impossible without experiencing feelings of music "without music it is difficult to convince a person who comes into the world, that a man is wonderful, and a conviction, in fact, is the foundation of emotional, aesthetic, moral culture" (V. Suhomlynskyy, 1975). That is why the extraordinary interest in music is particularly fruitful for laying the foundations of the spiritual culture of teenagers. After all, music is much more in demand than other types of art. It is music and music education in schools should be considered as one of the factors forming the foundations of the musical culture of the individual.

Musical education, according to A. Borisova, is one of the components of aesthetic education, which plays an important role in the comprehensive development of personality, unique means of creating a unity of emotional and intellectual areas of the psyche of the individual, and on this basis - philosophical ideas and values. An effective way of implementing educational potential of music is to use its features as intonation forms of social consciousness characteristic of the music of mechanisms of influence on personality; recognizing the priority of perception as the basis of the creative process in understanding and interpretation of art, forms of active attitude towards art and reality (A. Borisov, 2004).

The analysis of scientific sources enables us to state, that in the broad sense music education - is the formation of spiritual needs of man, his moral ideas, intelligence, development of ideological and emotional perception and aesthetic evaluation of life events. In a more narrow sense music education - is developing the ability to perceive music. It is implemented in various forms of musical activities that aim at developing musical abilities, education emotional responsiveness to music, deep understanding and experience of its content. In this sense music education - is the formation of musical culture of a man.

The specifics of musical education, according to N. Vasilenko, as part of the artistic and aesthetic lies in uniqueness of music means to disclosure of spiritual and creative potential, the formation of the unity of emotional and intellectual spheres of mind and on this basis - philosophical ideas and values. Efficiency means of musical education is determined by the nature of aesthetic exploration of music as art with intonational meaning (after Asafyev B.). Therefore, the implementation of the educational potential of music is to use its intonation features as a form of social consciousness, recognizing the priority of perception as the basis of the creative process in understanding and interpreting the art forms of active attitude towards art and reality (M. Vasilenko, 2004).

L. Sluzhava also pointed at the importance of musical education of students. Musical education is a purposeful formation of the child influence of music, the formation of interests, needs, abilities, aesthetic attitude to music. A student can be successful in different types of music when his individual characteristics, age features are taken into account. Musical development is the result of the formation of student while musical activity. The individual characteristics of each student has an important role.

Musical education and development, as the researcher views, require proper organization and focused training. Teaching music is an educational process, which helps adults gain musical
experience, basic information and skills to gain the necessary knowledge. In turn, the child actively learns it. Like any education, musical education has its own objectives, goals, methods and techniques (L. Sluzhava).

So music has a powerful emotional impact, it awakens in man the good feelings, making it higher, purer, better, because the vast majority of it involves a positive character, lofty emotions. Music tends to embody the ethical and aesthetic ideal - this is a feature of its contents, particularly its impact on people. It should be noted first of all that music brings discipline, commitment to excellence, which brings great emotional satisfaction. The specificity of action of music on human morality is primarily concerned with the development of emotional and moral sensibility. Spiritual sensitivity allows you to empathize with the human condition or other living creatures respond with compassion, regret, tenderness, and joy on the other.

S. Rappaport argued that the impact of art made on three interrelated levels. The first level is associated with the author's ideas about reality. Comprehending them, we are observers and accomplice of author's attitude to the events reflected in his work. Composer and poet infect us with their attitude to the events, and if this ratio is assigned to us is our own attitude. This is the second level of impact. The third level is characterized by feelings and thoughts over what was heard, read and seen. Here the result of artistic influence if specified, takes a special individual features that meet the individual identity of each (S. Rappoport, 1978, p. 223). The above levels of exposure relate to art in different ways: sometimes they can not distinguish, for the experiences and reflections that are transmitted and organized work in the minds of children, like merging.

Music is a powerful source of thought. Without musical education it cannot be complete mental development. The primary source of music is not only the world, but the man himself, his spirituality, thought and language. Music in a new image reveals features of objects and people of reality. Attention focuses on the child as if objects and phenomena, which opened in a new light to his music, and her opinion paints a vivid picture, and this picture is begging for word.

Educational musical activity must be considered as the manner and process of development of students of musical culture, the formation of aesthetic attitude to it. In adolescence and early school can learn through experience the art of spiritual communication with the world, realizing their artistic needs and interests. During the perception of music, under influence of music, is emerging experience of direct experience and reflection and artistic experience related to the performance of music. This makes it possible to consider musical perception as the basis for mastering students embodied in music experience emotional and aesthetic relationship to reality, a natural way to attract man to the artistic world of music.

Thus specificity of aesthetic impact of music on students is that it gives them the appropriate aesthetic experience, dynamic and full of images and associations, encourages the active consideration, arrange appropriate mood their spiritual world. I. Slyatina argues that special efficiency impact of music is that different listeners updated different material for each experience. The human being is not just bringing up and developing in the most significant direction (I. Slyatina).

According to T. Kryzhanivska, a lesson of music is the main form using all means of musical education and training. Teaching music in primary school because of age-related mental characteristics of children is in high emotion perception, unbridled imagination, colorful kaleidoscope images imagination. It is important to use this feature and enhance its impact on the individual junior student. One way to create a truly creative conditions in the classroom is to master music musical performing, listening skills and abilities in an environment of charming musical music, literature and fine arts (T. Kryzhanivska, 2010).

Music, especially singing, improve language of children. Singing, children are forced to speak words slowly that forms a clear pronunciation, promotes proper assimilation of words. In addition, words in the song are subject to certain rhythm, which also helps the pronunciation of difficult sounds and syllables. Modern music lesson involves recourse to various forms of art, its artistic saturation of information that allows students to understand that music is indeed a part of life. All kinds of work in the musical activities with younger students should contribute to their spiritual development, knowledge of world outlook formation, education of morality. And from the first days of training necessary to attract students to different types of music, for the formation of creative abilities of children is only through inclusion in appropriate activities, including music. And the earlier start classes creative exercises with younger students, the more likely that students creativity disappears over time and develops, will help raise a person exhibiting creativity in all areas (A. Zuyok, p. 314-315).
Another area of educational influence of music on the formation of personality formation musical distinguishes targets teenagers and students. Exploring the problem of the influence of modern pop music to young people. J. Lysenko says that remains a significant imprint on this art subculture, the specifics of which expressed both in the domestic light of personality and in its external manifestation (Y. Lysenko, 2010), that music unites and promotes understanding between people and groups.

Music also plays an important role in the spiritual formation of personality. This music is the language of the heart, tender feelings in the world of human emotions. It gives a person the impetus to inner experience and imagination. This inner feeling calls the desire to stream music in action, facial expressions, gestures, movements, singing, playing, create artistic images.

In terms of increasing the social role of the individual as the bearer of aesthetic culture professors of higher educational institutions in general and teachers in particular subjects of music, the main task appears forming the whole person, spiritual education by attracting young people to music. Future teachers of music, art culture must realize in practice the knowledge and skills to develop children's aesthetic taste, initiative and imagination.

In recent years, in the practice of educational institutions there is a sharp gap between social preparation, more or less satisfactory professional knowledge, abilities, skills and enough high culture, including musical and aesthetic development of graduates who appears in the spiritual passivity, meaningless life some of the young teachers, inability to organize rich leisure for children.

O. Buzova claims that the basic functions of poly-artistic education in the musical training of students identified such as motivational and cognitive, which involves the formation of students need to communicate with different types of art based on the expansion of artistic competence; compensatory shape that helps to overcome one-sided installation on students isolated from other types of artistic musical knowledge; emotional and estimates to expand the students' artistic and sensory experience of understanding the music; artistic and creative that activates the music and imagery imagination of students through familiarizing them with the capabilities of different types of art in reflecting reality; educational and practical, the content of which is to expand the palette of art students of pedagogical action (O. Buzova, 2004). Feasibility of poly-artistic education of students is interpreted by the researcher as a means of improving musical training.

To ensure the effectiveness of music and teacher training students, as noted by A. Kuznetsova, is necessary holistic and humanistic organizational and methodical system that ensures the development of future teacher as a creative person, capable of creative expression. The musical and pedagogical training of students of pedagogical universities acquires efficacy when it is based on theoretical and methodological principles that reflect the specific training of future teachers to the musical-aesthetic education of preschool children based on the implementation of organizational and technical system (A. Kuznetsova, 2011).

Conclusions

Analysis of scientific studies on the impact of music education as a means of development of personality makes it possible to distinguish several different areas, including the following:
- music is in the structure of the art integrated complex which provides educational impact on the individual;
- music is as a leading component of one of the areas of musical education;
- music is as means of spiritual development and personal development;
- music is a necessary component of professional training of specialists in terms of higher education.

Thus, education by means of music needs a clear organization, systematic and planning. Upbringing by means of music requires continuity and awareness from the start, commitment and real assessment of the possibilities of education. Prospects for further research is seen in the development of educational technology of intercultural education by means of music, since music on nonverbal communication level is able to generate interest in the culture and history of the others, tolerant attitude to the existence of different ethnic groups and peoples.

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