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Common pedagogical principles of teaching and development of musical abilities of schoolchildren in educational structure

Principios pedagógicos comunes de la enseñanza y desarrollo de las habilidades musicales de los escolares en la estructura educativa

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Abstract

The article focuses on the formation of musical skills in secondary school students and addresses the challenges faced by music education in this regard. Using analytical and bibliographic methods, the study analyzes scientific literature on the development of musical abilities. Additionally, a questionnaire survey was conducted online to gain practical insights into the training and development of musical abilities in schoolchildren. The research identifies key theoretical aspects related to shaping pedagogical features of musical ability development. It also explores the perspectives of music scholars and teachers on critical aspects of the issue. By providing insights into the pedagogical aspects of musical skill formation, the study aims to enhance music education practices in secondary schools.

Keywords: formation of musical abilities, educational process, music training, music education, musical skills, musical abilities.



Resumen

El artículo se centra en la formación de habilidades musicales en estudiantes de secundaria y aborda los desafíos que enfrenta la educación musical en este sentido. Utilizando métodos analíticos y bibliográficos, el estudio analiza la literatura científica sobre el desarrollo de las habilidades musicales. Además, se realizó una encuesta en línea para obtener información práctica sobre la formación y el desarrollo de las habilidades musicales en los escolares. La investigación identifica aspectos teóricos clave relacionados con la configuración de las características pedagógicas del desarrollo de la habilidad musical. También explora las perspectivas de académicos y profesores de música sobre aspectos críticos del tema. Al proporcionar información sobre los aspectos pedagógicos de la formación de habilidades musicales, el estudio tiene como objetivo mejorar las prácticas de educación musical en las escuelas secundarias.

Palabras clave: formación de habilidades musicales, proceso educativo, formación musical, educación musical, habilidades musicales, habilidades musicales.

1. Introduction

A scientific and specialized music literature review has shown that pedagogical and educational publications today pay great attention to developing students' musical skills.

The problem of developing students' musical abilities is wide and varied. Consequently, significant scientific discussions are taking place around issues related to the nature of musical skills, structure, formation process, and regularities.

The theoretical part of this research substantiates the concept, components, and main factors of musical skills development during secondary school students' education.

The practical part of the study includes an assessment of students' basic musical skills, which are the most important in educating schoolchildren, the most important general musical and special abilities, as well as the most promising areas of musical skills development that need to be improved in the modern educational system. In addition, the survey made it possible to identify the most important areas of potential international cooperation between educational institutions in developing musical abilities as part of the educational process.

The authors conclude the issues raised based on the research results. In particular, it was found that the main musical skills of students, which are the most important in schoolchildren's education, are vocal and musical-auditory representation, melodic and rhythmic sense, musical thinking, and the essential general musical abilities are the mastering of musical knowledge, skills and abilities and the musician's ability to convey their understanding of musical composition during the performance. In addition, it was found that the most important special musical abilities are the recognition and reproduction of a musical composition. The study showed that the most critical areas of musical abilities development that need to be improved in the modern educational system are cognitive-sensory musical skills, understanding, and the ability to respond emotionally to music. The survey made it possible to identify "Musical abilities as qualitative properties of mental functions" and "Interconnection of external and internal conditions of skills development as a starting point of the psychological and pedagogical theory of musicianship" as the most important areas of possible international cooperation of educational institutions for the development of musical abilities.

2. Literature review

Music is one of the most powerful educational tools that adds aesthetic color to a person's spiritual life (Román-Caballero et al., 2022).

Aesthetic education, in the broadest sense, transfers the experience and skills acquired by the society. The forms of experience transfer can be very diverse. They become more complicated as the person develops and, in the historical context, as the structure of knowledge and social relations grow, which should continue since the movement of history is only possible with the active transmission of the cultural achievements of humanity to the next generations (Cooper, 2020).

In the philosophical sense, aesthetic education implies qualitative changes in the level of aesthetic culture of an educational object, which can be either an individual, a social group, or society as a whole. In practice, it is a continuous process throughout a person's life. Aesthetic education forms and develops a person's perception and empathy, as well as their aesthetic preferences and values, and the ability to create something precious in art and beyond (everyday life, actions, and behavior) (D'Souza & Wiseheart, 2018).

Aesthetic education, therefore, has two main functions:

- the formation of the aesthetic and value-oriented orientation of the individual.
- the development of creative capabilities determines aesthetic education's place in public life.
- the connection with other types of educational activities.

Music can lift the mood, and it can both depress and support, as well as inspire, help, and relax (Fasano et al., 2019).

Regarding musical abilities, there is a distinction between external and internal ear training. External ear training performs two functions, the first of which is the clear perception of the music another person performs. In this case, the auditory objects are pitch, dynamics, metronomy, and timbre. The second function concerns the perception of one's own playing and self-control (Briot & Pachet, 2020).

Systematic music education provides significant musical development for preschool children. Musically gifted children quickly outpace less gifted children in developing their general knowledge and skills. However, perseverance is no less important than talent in successfully mastering music (Eren & Öztug, 2020).

All types of art serve the primary goal of forming a modern, well-rounded person. The process of art perception itself is a complex cognitive act in which a work of art functions not only as a means of understanding the surrounding or historical reality but also as a cognitive object and as an independent artistic value. A complete perception of beauty in art is available only to a fully and harmoniously formed personality with developed interests, tastes, and spiritual needs (Degé & Schwarzer, 2018).

A well-developed musical ear is required for a full-fledged musical and aesthetic perception. The musical ear is a complex skill that includes pitch (melodic and harmonic), rhythmic, dynamic, and timbre hearing. The ability to follow the line of a melody and the direction of its movement while listening to music only appears in school children after some time. However, there are several difficulties, especially with underdeveloped ears and poor musical and auditory attention. In addition, harmonic hearing and the ability to perceive and perform polyphonic music are also developed during music perception (Hilt et al., 2019).

During music education, children are introduced to various musical forms and acquire certain knowledge, skills, and abilities to listen to music. In addition, the child develops a passion for music, aesthetic skills, and the ability to appreciate music (Habe, Biasutti & Kajtna, 2021), (Wang, 2022).

All the concepts we use to describe individual manifestations of musical abilities emphasize their various psychological aspects and expressions. Musicality can only exist with basic musical skills, but not limited to them. Musical development, like all other mental and psychological processes, is constantly evolving and is a transition from involuntary reactions to a conscious understanding and ability to reproduce and create music (Miksza et al., 2021), (Ward, 2019).

3. Aims

This research aims to determine the standpoints of music scholars and teachers on the features of musical abilities development during secondary education among schoolchildren.

4. Materials and methods

A practical study of current tendencies in the development of musical abilities was conducted by interviewing 254 scholars and 312 music teachers who teach in 28 secondary schools in Khmelnytsky, Ivano-Frankivsk, Chernihiv, Zhytomyr, and Kyiv regions of Ukraine. The study was conducted by using the Survey Monkey service.

5. Results

At the beginning of the survey, we found out the respondents' opinions on the basic musical skills of students, which are most important in schoolchildren's education (Figure 1).

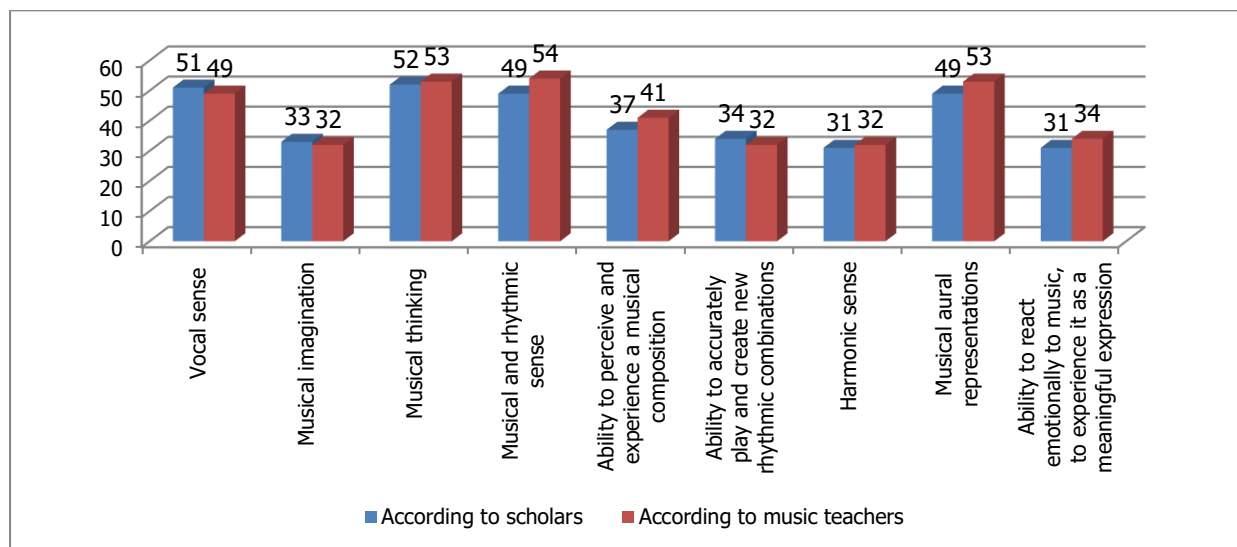


Figure 1. Basic musical skills of students, which are the most important in schoolchildren's education, %. *Source: compiled by the authors.*

According to the survey, the basic musical skills of schoolchildren include vocal, musical aural representations, melodic and rhythmic sense, and musical thinking.

An important aspect of the research topic is identifying the most important general musical abilities (Figure 2).

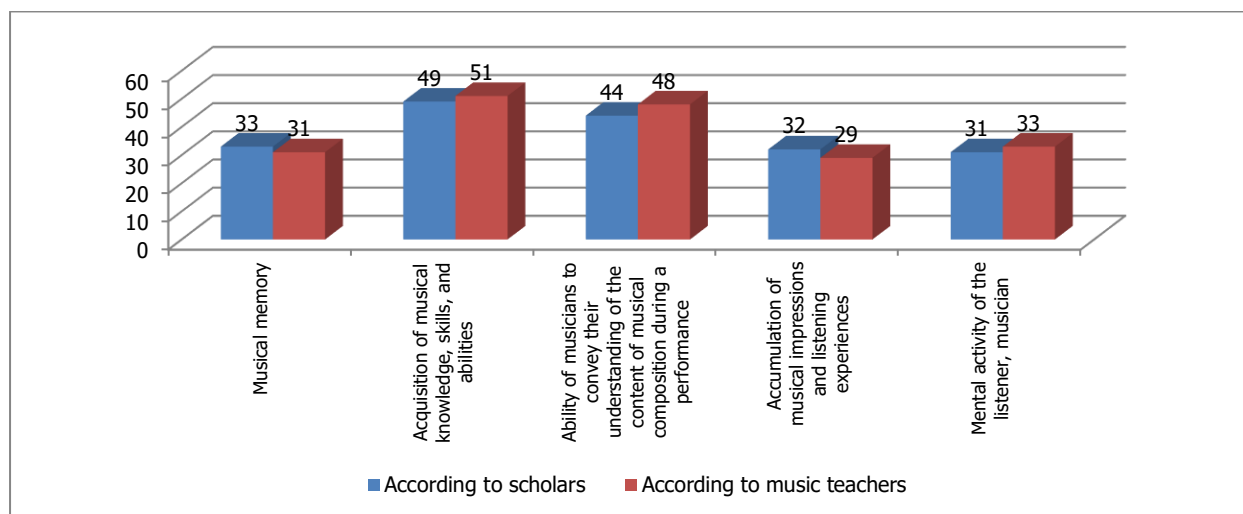


Figure 2. The most important general musical abilities, %.

Source: compiled by the authors.

During the survey, respondents identified the most important general musical abilities as the acquisition of musical knowledge, skills, and abilities and the musician's ability to convey their understanding of the content of musical composition during a performance.

According to the survey, scholars and teachers identified the most important special musical abilities (Figure 3).

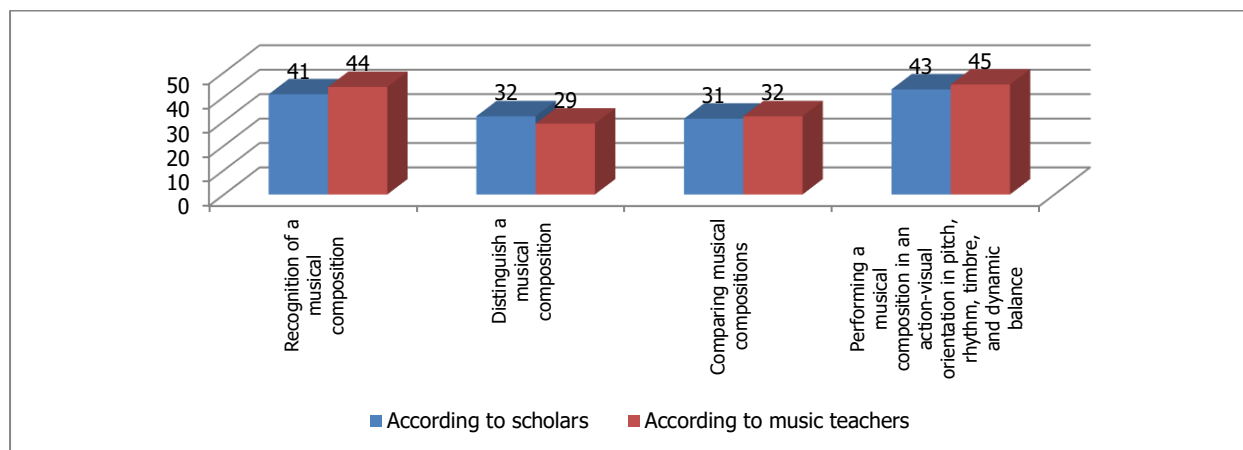


Figure 3. The most important special musical abilities, %.

Source: compiled by the authors.

Figure 3 shows that the most important special musical abilities are the identification and playback of a musical composition.

The questionnaire allowed us to identify the most important areas of musical abilities development that need to be improved in the modern educational system (Figure 4).

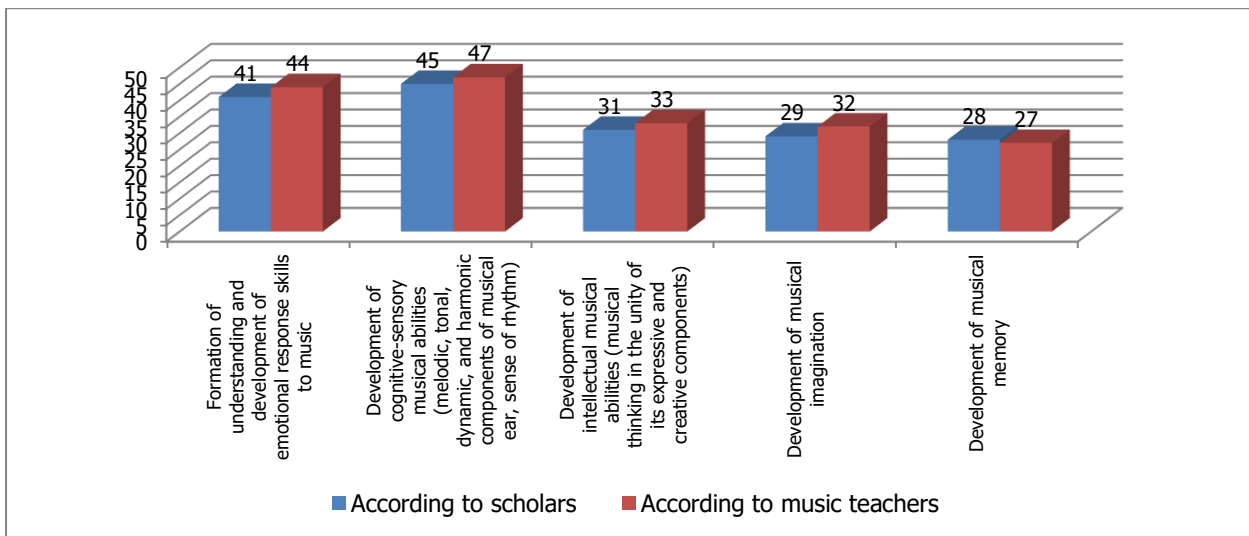


Figure 4. The most important areas of musical abilities development that need to be improved in the modern educational system, %.

Source: compiled by the authors.

According to the survey, the formation of such components of musical abilities development as cognitive-sensory musical skills, understanding, and ability to react emotionally to music requires the most significant attention when educating.

The research has identified the most important areas of possible international cooperation between educational institutions in developing musical abilities as part of the educational process (Figure 5).

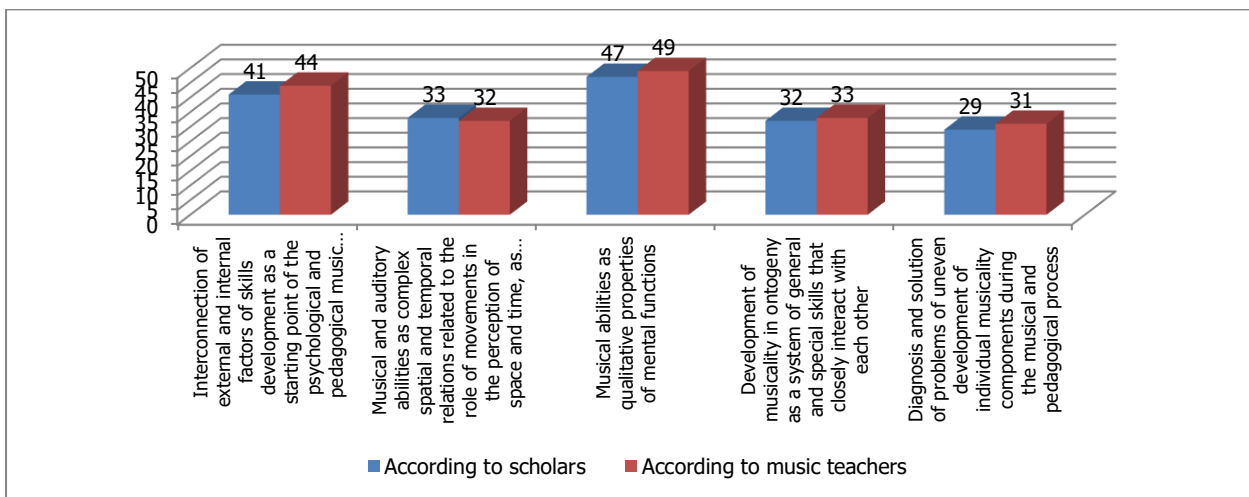


Figure 5. The most important areas of possible international cooperation between educational institutions in developing musical abilities as part of the educational process, %.

Source: compiled by the authors.

As seen from Figure 5, according to scholars and teachers, such areas can be primarily "Musical abilities as qualitative properties of mental functions" and "Interconnection of external and internal conditions of skills development as a starting point of the psychological and pedagogical theory of musicianship".

6. Discussion

In the context of education reform, the modern school needs new theoretical elaborations, effective methods of children's education and upbringing, and the solution of various artistic and pedagogical tasks, among which the problem of forming musical abilities occupies a prominent place (Biasutti et al., 2019; Valsiner, 2020).

The analysis of the studied literature on the research topic shows two main views on the essence of musicality: musicality as an innate ability that cannot be formed and musicality as a trait created based on natural ability. The relevance and importance of developing musical skills lie in the fact that musical development has an irreplaceable impact on the overall development of a person: the emotional sphere is formed, imagination, will, and fantasy are awakened, while perception is sharpened, and the creative forces of the mind are activated (OuYang, 2020; Kozyntseva, Synakh & Dulebova, 2021).

The methodology of developing musical abilities as a system of knowledge, ways of acquiring this knowledge, and approaches to musical skills study are constantly evolving, directly affecting the practice of art education. Nowadays, high school teachers already have methods in their toolkits that allow them to develop musical skills and abilities effectively. Still, they need to fully meet the ever-increasing demands on the level of schoolchildren's development. Therefore, scientists are faced with continuing to study such a complex phenomenon as musical abilities (Özer & Üstün, 2020; Kelly, Mantere & Scott, 2018).

A stable predisposition to music, literature, etc., is formed through music, literature, and other activities, which becomes part of a functional system that is the brain center of abilities. Based on particular studies, psychologists have identified the so-called sensitive periods, i.e., the optimal periods for developing skills, after which each of them will be effectively formed at a certain age. They are determined by the sensitivity of a person to certain types of influences related to mental functions that are in the process of maturation, so with the onset of a sensitive period (at this point in life, not at any other), a child tends to develop in specific directions. If, for any reason, at these stages, the children find themselves in a situation of speech and activity isolation, the opportunities for developing the relevant skills are entirely or partially lost. Therefore, the problem of the correlation between skills and age occupies a special place in the theory of skills development, including musical ones (Turchet et al., 2018; Fan & Matvieieva, 2021).

While analyzing the specifics of the school-age child's development, it is appropriate to talk about the importance of forming their artistic and aesthetic abilities, thereby pointing out the exceptionally high possibilities of developing these abilities when studying art (Wang, Ma & Zhong, 2021; Dushniy et al., 2022).

Highlighting the most characteristic differences in the structure of schoolchildren's musicality, we must remember the interdependence in developing natural musical aural and aesthetic abilities. At the same time, it is also necessary to consider a child's abilities to perform certain musical activities – listening, accomplishment, and creativity (Kienig & Suplicka, 2018; Kozyr, Labunets & Liming, 2020).

7. Conclusions

Thus, the analysis of the scientific literature on the research topic and the questionnaire survey results showed that musical art plays a huge role in the aesthetic education of the younger generation and contributes to the formation of artistic needs and creative abilities. In perceiving music, children develop the ability to analyze compositions and esthetically evaluate them.

All types of teaching and educational activities within the framework of musical activities with schoolchildren should contribute to their spiritual development, world cognition, worldview formation, and moral

education. From the early years of study, it is necessary to involve schoolchildren in various types of musical activities since creative abilities are formed only through their involvement in appropriate musical activities. Undoubtedly, the formation of creative abilities in children should begin with strengthening and developing their creative activities. Creating conditions that will stimulate the natural course of the creative process and activate children to engage in fruitful creative work is necessary to solve this pedagogical task.

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