PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF PUPILS' MUSICAL AND AESTHETIC CULTURE IN A CHILDREN'S MUSIC SCHOOL

Abstract. The article examines the problem of developing the musical and aesthetic culture of schoolchildren in the conditions of a children's music school. In this aspect, the author emphasises the need to introduce a number of pedagogical conditions into the educational process that would contribute to the development of the phenomenon under study. Among them: motivation of schoolchildren to master musical and aesthetic culture as a priority quality of a future musician; application of interactive forms and methods of developing the musical and aesthetic culture of schoolchildren in the conditions of a children's music school; application of the technology of «creating a situation of success» in the educational environment of a children's music school.

The study of this problem has led to the conclusion that the choice of the first pedagogical condition is associated with the awareness of the fact that the motivation of schoolchildren to master musical and aesthetic culture as a priority quality of the future musician arouses interest in the phenomenon under study, musical and aesthetic culture acquires a positive meaning for students, and causes the need to master this characteristic.

The skilful use of not only traditional, proven methods, but also new, interesting forms of organising lessons and musical activities is a powerful stimulus for awakening children's cognitive activity and increasing their interest in learning in general. Their systematic use increases the motivation to learn and study, expands the range of specific knowledge in the field of music and improves the necessary practical skills.

Creating a situation of success is a specially organised, purposeful and thoughtful strategy and tactics of the teacher, a combination of necessary means that enable students to feel joy from their work, happiness from their academic
achievements, and awaken a sense of self-esteem. This becomes a source of inner strength of the student, which creates energy to overcome difficulties and the desire to learn, becomes a strong motivation for active work and contributes to the development of the student's dignity.

**Keywords:** musical and aesthetic culture, pedagogical conditions for the development of musical and aesthetic culture, out-of-school art education, pupils of children's music school, musical training.

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**ПЕДАГОГІЧНІ УМОВИ РОЗВИТКУ МУЗИЧНО-ЕСТЕТИЧНОЇ КУЛЬТУРИ ШКОЛЯРІВ В УМОВАХ ДИТЯЧОЇ МУЗИЧНОЇ ШКОЛИ**

**Анотація.** У статті досліджується проблема розвитку музично-естетичної культури школярів в умовах дитячої музичної школи. В даному аспекті автор наголошує на необхідності введення в навчально-виховних процес низки педагогічних умов, які б сприяли розвитку досліджуваного феномену. Серед них: мотивація школярів на оволодіння музично-естетичною культурою як пріоритетною якістю майбутнього музиканта; застосування інтерактивних форм і методів розвитку музично-естетичної культури школярів в умовах ДМШ; застосування технології «створення ситуації успіху» в навчально-виховному середовищі ДМШ.

Дослідження даної проблеми дозволило дійти висновку, що обрання першої педагогічної умови пов’язане з усвідомленням того факту, що мотивація школярів на оволодіння музично-естетичною культурою, як пріоритетною якістю майбутнього музиканта, викликає інтерес до досліджуваного феномену, музично-естетична культура набуває позитивного значення для учнів, викликає потребу в оволодінні цією характеристики.

Уміле використання не тільки традиційних, перевірених методів, а й нових, цікавих форм організації уроків та музичної діяльності є потужним стимулем для пробудження пізнавальної активності дітей та підвищення їхнього інтересу до навчання в цілому. Їх систематичне використання підвищує мотивацію до навчання та учнів, розширює діапазон специфічних знань у музичній галузі та вдосконалює необхідні практичні навички.

Створення ситуації успіху — це спеціально організована, цілеспрямована та продумана стратегія і тактика педагога, поєднання необхідних засобів, які дають можливість учням відчути радість від своїх праці, щастя від своїх навчальних досягнень, пробуджують почаття власної гідності. Це стає джерелом
Formulation of the problem. The problem of education has been an urgent issue for pedagogical science throughout the history of its existence, and it remains relevant today. Social, economic, and cultural changes in Russian and global society pose new challenges to pedagogy, forcing it to change and transform. Musical and aesthetic education in this context plays the role of an integral component of all pedagogical action aimed at the modern child: music education is an element of holistic pedagogical work.

Musical and aesthetic education of schoolchildren is one of the most urgent tasks of modern education. Today, there is an urgent need to develop the artistic element in the overall system of educational space. Improvement of aesthetic culture, development of creative abilities, formation of self-education and self-improvement skills - all these priorities clearly define and direct the pedagogical vector of work at music lessons in a children's music school.

Analysis of recent research and publications. The national pedagogical science contains a number of studies on the development of pupils' musical culture (A. Lavrentiev; O. Lobova; O. Negrebetska, etc.) and, more narrowly, on musical aesthetic culture (V. Mishedchenko; H. Padalka; O. Sapozhnyk; O. Syroyizhko; A. Chernysheva; S. Stremel; O. Shcholokova, etc.)

A number of works are devoted to the problems of developing the musical culture of schoolchildren in the process of general music education (O. Lobova; O. Negrebetska, etc.); musical culture of higher art education students N. Buts; A. Lavrentiev, etc. However, the issue of developing the musical and aesthetic culture of children's music school students has not been adequately covered.

The purpose of the article – to investigate the pedagogical conditions that will contribute to the development of pupils' musical and aesthetic culture in the educational environment of a children's music school.

Presenting main material. Before proceeding to the identification of pedagogical conditions for the development of pupils' musical and aesthetic culture in a children's music school, we consider it necessary to clarify the essence of the concept of «pedagogical conditions».

It is well known that the external environment often plays a decisive role in the functioning of a system. The direction and stochastic tendency of the system's development depends on the environment. The environment is a necessary background that contains a bifurcation mechanism of development [1].
Each system successfully functions and develops under certain conditions (A. Zubko; R. Sopivnyk, N. Dira; V. Lozova, H. Trotsko). Thus, the course of any processes (social, biological, pedagogical, etc.) can be most effective with favourable participation in the creation of special conditions.

Conditions are phenomena that are necessary for the occurrence of an event, but do not cause it by themselves. The nature of the conditions determines the way the cause acts and the nature of the effect. By changing the conditions, you can change the way the cause acts and the nature of the effect.

The Philosophical Encyclopaedic Dictionary defines the term «condition» as follows: 1) as an environment in which a person is and without which he or she cannot exist; 2) as a situation in which something happens [7].

In the sociological dictionary, a condition is interpreted as something on which an essential component of a complex of objects depends and from the presence of which a certain phenomenon necessarily follows. Conditions are often understood as something external to the phenomenon. A set of specific conditions for the existence of a phenomenon constitutes its environment, on which the laws of nature and society depend. When considering the dynamics of the development process, it is important to realise that conditions are an important factor in its effectiveness, as they constitute the very environment in which the necessary phenomena and processes arise, exist and develop.

In pedagogy, conditions are most often understood as factors, circumstances, a set of means on which the effectiveness of the pedagogical system depends. According to Z. Kurlyand, psychological and pedagogical conditions are external and internal circumstances that influence the methods and forms of organising the educational process in a higher pedagogical educational institution [2]. O. Pozhydaeva considers pedagogical conditions as determinants that ensure the process of formation of knowledge, skills and abilities [3, P. 135]. According to O. Ponomarenko, pedagogical conditions involve a set of circumstances of the training process, which relate to its organisation, forms, methods and content and are necessary and sufficient to ensure the effectiveness of training future specialists [4, P. 199].

Thus, we consider the pedagogical conditions for the development of musical and aesthetic culture of schoolchildren in the conditions of a children's music school as one of the elements of the pedagogical system, reflecting the totality of the educational and material-spatial environment, which affect the personal and procedural aspects of this system and ensure its effective development and functioning.

It should be noted that the effectiveness of the process of developing students' musical and aesthetic culture in the conditions of a children's music school largely depends on the following factors:

Achieving a creative dialogue between teacher and student – the nature of communication between teacher and student may be different, but the most important thing is that this communication is productive. A student's isolation or
distrust of the teacher has a destructive effect on the entire educational process. Achieving an atmosphere in the classroom in which the student is not constrained by anything and can easily exchange thoughts and impressions opens up great prospects for further work.

Creating and maintaining a favourable emotional climate – even if you successfully achieve a creative dialogue in the classroom, you need to keep in mind the emotional climate. As you know, teaching is a process that involves conflicts of various kinds. Conflictology distinguishes two main types of interpersonal conflicts, which are determined by the final result of their resolution: destructive and productive. A peaceful atmosphere in the classroom does not mean absolute calm: the main thing is that there are no destructive elements in the interaction between teacher and student. The most destructive of these is aggression. Conflict between a teacher and a student is not inherently bad; on the contrary, it can be a potentially successful situation in terms of pedagogical action. However, when there are misunderstandings, disagreements or tensions between a teacher and a student, aggression arises and increases over time. In this case, it is important for the teacher to be able to sense the conflict situation: to be able to choose the best way to resolve it, because success will contribute to future positive relationships and gradually create an atmosphere of mutual respect.

Availability of material and technical resources for specific types of educational activities – different methods require different conditions for implementation. It is necessary to take into account the availability of ICT, appropriate instruments, special musical equipment, etc.

Thus, the pedagogical conditions for the development of pupils' musical and aesthetic culture in a children's music school are as follows:

1. Motivation of schoolchildren to master musical and aesthetic culture as a priority quality of a future musician;
2. Application of interactive forms and methods of development of musical and aesthetic culture of schoolchildren in the conditions of children's music school;
3. Application of the technology of «creating a situation of success» in the educational environment of the children's and youth music school.

Thus, the first pedagogical condition was «Motivation of schoolchildren to master musical and aesthetic culture as a priority quality of the future musician».

The choice of the first pedagogical condition is connected with the awareness of the fact that the motivation of students to master musical and aesthetic culture as a priority quality of the future musician arouses interest in the phenomenon under study, musical and aesthetic culture acquires positive meaning for students, and causes the need to master this characteristic. To this end, the World of Music course was developed, which plays a leading role in the implementation of this condition.

The content of the course programme includes generalised and systematised material on musical culture, presented in a historical sequence. In developing the programme, the specifics of the current socio-cultural situation are taken into
account, which is reflected in the author's search for a pluralistic understanding of musical culture in all its diversity and contradictions. This necessitated the inclusion of sections on popular mass genres in the programme. An important place in the programme is given to the «factor of modernity», which means that every work of art should acquire a contemporary sound and be correlated with real life. This also applies to the interpretation of the «eternal themes» of classical music of the past, which should be performed in the context of the present. The programme envisages the interaction of three art forms – music, literature and painting – with music playing a leading role. The programme consists of nine sections, each of which is dedicated to a specific period in the development of European musical culture.

The sections are structured as follows: an introductory topic containing a general description of the development of the artistic culture of the period, showing the connection of works of art with the most important social phenomena; a topic reflecting the problems of the development of musical culture of the same period in Western Europe.

The programme is compiled with methodological recommendations for each topic to help the teacher create lessons that are subordinated to the overall goal of achieving the highest possible level of development of students' musical and aesthetic culture.

The second pedagogical condition aimed at developing the musical and aesthetic culture of schoolchildren in the context of out-of-school art education is «Application of interactive forms and methods of developing the musical and aesthetic culture of schoolchildren in the context of the children's music school». The well-known dynamics, rapid development, mobility and versatility of the modern world, and especially education, require its reform. The loss, and sometimes complete disinterest of students in the usual forms of education (lessons), leads to a decrease in the effectiveness of learning, and often does not allow modern children to achieve the planned educational results, including in further education. The basis of effective learning can be considered activity, supported by the purposeful actions of the teacher in the process of music education of an adolescent child.

Professionally «induced» and supported activity is associated with a high level of student motivation, a conscious need to acquire, master and apply musical knowledge and practical skills, the effectiveness of the educational process and full development. The child's activity in the process of lessons requires special pedagogical efforts, purposeful direction of pedagogical action, organisation of aesthetic, educational and upbringing environment and adequate pedagogical technologies.

Currently, one of the most effective and promising pedagogical technologies is the so-called game technologies, which are aimed at activating and intensifying students' activities through play. Their most important task is to make the learning process more interesting and attractive for children through play, to teach them to apply the acquired knowledge and practical skills in solving problems of different
levels of complexity, thereby ensuring children's activity in learning, developing their ability to overcome learning difficulties through playful activities. It is known that game technologies are popular among teachers of additional education and are used in a wide range of pedagogical practices for all age groups of children and at all levels of modern education.

It is well known that play is one of the human activities, just like communication, creativity, work and learning. Since ancient times, play has been a form of transferring experience and knowledge from the older generation to the younger. It is a kind of «life», a test, a «course» of real relationships between people, one of the forms of mastering the surrounding reality, an exploratory study. Being organised in a special way, the game in pedagogical practice is filled with new or already known knowledge and meanings for children, from simple entertainment it becomes an educational element characterised by creativity and meaningful communication.

It is clear that the game element is of particular importance for the modern education system. It promotes students' interest and enthusiasm for the subject itself, as well as the process of learning and mastering new things, and acquiring practical skills. In modern supplementary music education, especially in children's art schools and music schools, students' games can be actively used as part of a lesson or class, it is possible to conduct not only one lesson but also a series of lessons using game technologies, etc.

In the modern system of additional education, in the educational practice of children's music schools and children's art schools, such forms as competitions, contests, reviews, festivals, etc. have proven themselves well. Among the most effective for learning, the most interesting and attractive for students and teachers are those forms of work in the classroom that maximise the creative activity of students, promote the manifestation and development of various abilities, and activate the intellectual and creative activity of children.

The skilful use of not only traditional, proven methods, but also new, interesting forms of organising lessons and musical activities is a powerful stimulus for awakening children's cognitive activity and increasing their interest in learning in general. Their systematic use increases the motivation to learn and study, expands the range of specific knowledge in the field of music and improves the necessary practical skills. New forms of lessons are more "lively" and emotional, help to engage children in active and varied activities, so they absorb the proposed educational information much better, and its consolidation is faster than in traditional forms of teaching, leaving a «trace» not only in the memory of students, but also on the emotional level.

Among the interactive forms of work, we note those that, in our opinion, are most attractive to children and will contribute to their motivation to develop musical and aesthetic culture and learning in general:
— music-art projects;
— creative debates;
— musical and historical reconstructions;
— music brain-rings;
— quests.

The third pedagogical condition of our study is «Application of the technology of "creating a situation of success" in the educational environment of the children's and youth music school». A democratic society not only enables education to realise its humanistic potential, but also creates conditions for its enrichment, emphasising its developmental, "human-forming" function. This orientation of education is manifested in the openness of the educational structure itself in relation to other social institutions, in the interaction of participants in the educational process, in the freedom of expression and implementation of different opinions, in the recognition of progressive and leading goals of the child's personal development, in creating situations of success for students.

The main form of organising educational activities in a children's music school is the lesson. However, despite the mobility of its purpose, tasks, and content, the desire to create the most favourable conditions for the learning, development, and upbringing of each child, and to create an atmosphere of psychological well-being, remains unchanged. This enriches the emotional life of students and creates an optimistic mood.

The birth of the pedagogical technology «creating a situation of success» was dictated by life itself. Thus, in his pedagogical activity, A. Makarenko developed the idea of «the joy of tomorrow» [5], and V. Sukhomlynskyi developed this technology in the «School of Joy» he created [6]. The results of the activities of these teachers led to the realisation of the possibility of introducing a pedagogical technique into the educational process, the purpose of which would be to evoke a sense of joy in children, which would ensure their success in learning.

The relevance of creating a situation of success in the context of our study is that:
— students' knowledge, qualities and mindset need to be flexible, mobile and competitive;
— students need to be able to master the culture of communication and work in a team;
— the key to success is critical thinking, judgement and the ability to find solutions to problems;
— the ability to work with information, use it for individual development and self-improvement are necessary conditions for the development of students' musical and aesthetic culture.

The pedagogical technology of «creating situations of success» is based on a personality-oriented approach to the educational process. Only personality-oriented learning allows each student to realise their individual qualities and develop their own ability to research.
The situation of success is a subjective psychological state of satisfaction with the result of physical or moral efforts. It is achieved when a child defines this result as success. Success is also interpreted as an achievement, but it is external, as it is evaluated by others. Awareness of a success situation and understanding of its meaning comes after overcoming psychological barriers of fear of «otherness», difficulties of ignorance, incompetence, etc. The use of success situations should help to increase the «tone» of work, the effectiveness of educational activities and help students to realise themselves as holistic individuals, thus ensuring success in learning.

Success, if experienced repeatedly by a child, releases the hidden abilities of the individual, promotes transformation and the realisation of spiritual forces. The teacher's belief in the child's positive qualities, strengths and success, embodied at the verbal level, is a great stimulating force that promotes personal development and encourages cooperation in the educational process.

Thus, a situation of success becomes a factor in the development of a student's personality. The main content of the teacher's activity is to lead each student to success, which contributes to the development of self-esteem, self-respect and self-concept. The teacher's task is to help the child's personality grow in success, to make him or her feel the joy of overcoming difficulties, to convince him or her that nothing in life is given for free and that effort is required everywhere.

The main goal of the teacher's activity in this process is to create a situation of success for the development of the child's personality, to enable each pupil to realise his or her abilities and feel self-confidence.

It should be noted that the following pedagogical conditions are necessary for the implementation of this pedagogical condition:

- a positive attitude to learning;
- a sense of equality among equals;
- awareness of self-worth;
- the ability to freely express their thoughts and listen to others.

Thus, creating a situation of success in our study is a specially organised, purposeful and thoughtful strategy and tactics of the teacher, a combination of necessary means that enable students to feel joy from their work, happiness from their academic achievements, and awaken a sense of self-esteem. This becomes a source of inner strength for the student, which creates energy to overcome difficulties and the desire to learn, becomes a strong motivation for active work and contributes to the development of the student's dignity.

**Conclusions.** Thus, motivation of pupils to master musical and aesthetic culture as a priority quality of a future musician arouses interest in the phenomenon under study, musical and aesthetic culture acquires positive meaning for pupils, and causes the need to master this characteristic.

The skilful use of not only traditional, proven methods, but also new, interesting forms of organising lessons and musical activities is a powerful stimulus.
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