

professional activities» and «The accessible presentation of material» the highest number of points from respondents received: 94,1 on a 5– point scale and 5,9% on a 4 – point scale. Criterion «The practical value of the material applicability in the future professional activity» – 83,5% on a 5– point scale и 16,5% on a 4– point scale.

However, the results of the evaluation of the event by teachers and students turned out to be polar. By the criterion «Effectiveness of implementation of the event form» students 88.2%, teachers 50% – 5 points; students 5.9%, teachers 50% – 4 points. Criterion «Rating of the event as a whole»: students 76% and teachers 49% – on 5 points; students 24%, teachers 33% – on 4 points; and 18% teachers on 3 points.

**Conclusion.** Thus, we found that the most of student respondents highly appreciated the effectiveness of the group form of work, the practical orientation of the event and the value for future professional activity. However, the teachers noted that the effectiveness of this form is highest with more thorough additional training, study of the material and development of the concept of the proposed event in the preparation of future specialists.

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## **FILLING THE INFORMATION AND COMMUNICATION SUBJECT ENVIRONMENT OF THE DISCIPLINE “HISTORY OF MUSIC EDUCATION”**

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Modern education is impossible to imagine without the use of information and communication technologies-based e-textbooks, learning systems, control systems knowledge, e-books and reference books, educational computer programs, electronic and information resources with audio and video, etc. All aforesaid will be able to integrate into the concept of “information and communication environment”. According to the opinion of I. V. Robert, this concept is significantly expanded by the concretization of the position “environment” – “subject environment”. The priority area defines the set of conditions which contribute to the occurrence and development processes of educational information interaction between the learner(s), teacher and information and communication technologies, as well as formation of cognitive

activity of the student under the condition of filling the environment components with a subject content.

For the qualitative research of any discipline, it is necessary to develop and use the appropriate information and communication subject environment, which enable to increase the motivation of educational activities, improve the management of the educational process, and more objectively rate the quality of educational results.

Higher education at the pedagogical department of VSU named after P.M. Masherov major with "Musical art, rhythm and choreography" is graduated not only by Belarusian students, but also citizens of China. They study various theoretical and practical disciplines, including the discipline "History of music education". Curricula for students of the Republic of Belarus and Chinese students are different according to the number of hours and forms of classes. This requires the use of appropriate educational and methodological support in the context of information and communication subject environment.

The purpose of this article is to develop an algorithm for the formation of cognitive activity of students – citizens of China in the framework of filling the components of the environment with subject content on the subject "History of music education".

**Material and methods.** The methodological basis of the research is the work of domestic and foreign researchers on the history of music education (E.B. Abdullin, E.V. Nikolaev, E.S. Polyakov), information and communication technologies (O.A. Minich, S.V. Panyukova, I.V. Robert). The material of the study is the academic discipline "History of music education", studied by Chinese students 34 group "Musical art, rhythm and choreography". Analysis, generalization, observation, practical methods are used as methods.

**Findings and their discussion.** The process of teaching Chinese students "History of music education" is carried out in light of the peculiarities of their mentality, creativity and speech capabilities. The study of the above discipline is carried out in the third year and supposes knowledge of the Russian language that to understand and master the basic positions of the discipline.

The absence of lectures and practical classes, as well as controlled self-work is due to some extent the speech capabilities of Chinese students. In practical classes, students are proposed the handout materials with basic concepts and their definitions; graphic, subject and artistic and visual visualization in the form of multimedia presentations, audio and video materials on the topics of classes.

Online translators (Promt, Google, Yandex) and software for visual support (PowerPoint, Impress, Kingsoft Presentation) are great help in the educational process. As a part of the controlled self-work, students are encouraged to create a database of videos on the topics of the curriculum. As an example, the teacher offers to view and analyze fragments of videos found on Russian-language sites and processed in accordance with the theme of the practical lesson (Table. 1).

To do this, it is advisable to use the program Movavi Video Suite, video Studio, AVS Video Editor (cutting, processing, editing).

Table 1-Educational video resources (discipline "History of music education»)

Topic	Video / Access mode	Timing	Show time
Music education in the countries of the Ancient East: Egypt, China, India	"Music of Ancient India and China (MUSIC ERUDITION)» <a href="https://www.youtube.com/watch?v=iMu8oaT_Km0">https://www.youtube.com/watch?v=iMu8oaT_Km0</a>	07.39	01.07-03.20
Music education in the ancient world (VIII century BC-V century ad): Rome, Greece	Ancient Rome in 20 minutes <a href="https://www.youtube.com/watch?v=LqB2pZXEfO4">https://www.youtube.com/watch?v=LqB2pZXEfO4</a>	20.58	02.19-06.13
	History Of Ancient Greece <a href="https://www.youtube.com/watch?v=IApONW60aqo">https://www.youtube.com/watch?v=IApONW60aqo</a>	04.44.42	1.21-3.56
Musical education in foreign countries of the middle ages VI-XV	"MUSIC OF MEDIEVAL EUROPE. NOTATION. TOOLING."("MUSIC ERUDITION") <a href="https://www.youtube.com/watch?v=jellKLUP_nM">https://www.youtube.com/watch?v=jellKLUP_nM</a>	18.05	1.29-5.14

Chinese students are offered to study the discipline "History of music education" according to the following algorithm:

- execution of the practical lesson on the topic of the curriculum with a demonstration of photo, audio and video materials;
- discussion of the material of the practical lesson ;
- introduction of the topic of the next practical lesson;
- formulation of the task for the next practical lesson.

The educational task is directed at finding a video in the Internet portal (in the native language of the student). The main condition is the duration of the video is not more than 1.5 minutes, its abstract in Russian (author, title, story features).

**Conclusion.** Cognitive activity of Chinese students in the study of the discipline "History of music education" is formed in the framework of filling the components of the information and educational environment with subject content. The application of information and communication technologies in the educational process is increased the interaction between students and teachers. The formation of an effective model of teaching Chinese students involves the creation of a textbook using the appropriate Internet resources.

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