

dictionaries, etymological, the use of multimedia tools all these techniques testify to the effectiveness of linguistic commentary.

During the experiment, the position of school teachers also changed: 88.8% (8 people) noted in the questionnaire that linguistic commentary, in their opinion, is more effective than just dictionary work; significantly increased, which was confirmed at the control stage, the interest in artistic control works too (it was 30%–86%); most students liked to independently define the meaning of words and phrases using dictionaries (69%), teachers and student-trainees began to use class time more rationally to organize commenting, with the help, the expediency of language resources in the work was more clearly revealed; commentary provided an adequate, deeper understanding of the literary text by students.

Conclusion. Thus, linguistic commentary in modern school practice is an overdue methodological necessity. Due to it the horizons expand of primary school children, they begin to think figuratively. The object of attention is the words which are necessary for understanding the artistic image, the expediency of the writer using the features of the language of resources, distinctive linguistic in the artistic context, is revealed. As a result, the primary school children are already ready for the successful development of the subject "Russian literature" at a basic level.

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MODERN COMPUTER TECHNOLOGIES AS A MEANS OF FORMING A COGNITIVE INTEREST AND A METHOD OF IMPROVING EFFECTIVENESS OF A MUSIC LESSON

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Modern computer technologies in studying is one of the most sustainable areas of the educational process in our time. There is no exception in the field of musical education. Modern technical teaching aids allow us to increase the cognitive interest and motivate students to study musical disciplines. Using computer musical technologies at music lessons and optional lessons of aesthetic orientation opens new possibilities and prospects for the development of an active, creative-minded personality of a student and a teacher. A computer tablet, a mobile phone are effective tools for solving educational problems which improve the quality of the material under study.

The main task of a school teacher is to teach children to study, to master the material, to make conclusions. Using computer technologies allows you to teach, to invent, to solve creative tasks and optimize methods and resources of getting information.

Studying literary sources made it possible to identify areas of researching raised in our studying: The following researches dealt with questions of the formation of cognitive interest: Yu.K. Babansky, V.A. Krutetskiy, G.I. Schukina, E.B. Abdulin, S.I. Rubinstein, L.S. Vygotsky, A.N. Leontyev, L.M. Friedman, N.G. Morozov et al.; wrote about the possibilities of using computer tools in education: Yu.G. Dmitriukova, D.Yu. Dubrovsky, G.A. Evseev, A.P. Zagumennov, M.D. Rabin et al.; the development and analysis of existing musical computer technologies was carried out by G.G. Belov, I.B. Gorbunova, P.P. Zhivaikin, V.A. Izvozchikov, G.N. Kotelnikova, O.S. Makarova, R.Yu. Petelin, Yu.V. Petelini et al [1, p. 109].

Despite the fact that the problem of the formation of cognitive interest by computer technology is investigated by various authors, it is one of the relevant psychological and pedagogical problems.

The purpose of our studying is to develop and test the process of effective formation of the cognitive interest of elementary students by computer technologies.

Material and methods. Our research is based on the material of the state educational institution "Secondary school No. 11 of Orsha" for the study of music lessons, elective classes of aesthetic orientation, master classes for music teachers of Orsha and Orsha district.

To study the process of formation of cognitive interest in younger students, empirical (observation, comparison, dimension) and theoretical (analysis and synthesis, generalization, systematization, distribution) research methods were used.

Findings and their discussion. Technologies that store, transmit, process, protect and reproduce information using computers are commonly referred to as computer technologies [2, p. 305]. The use of these technologies in music lessons can improve the quality of education, increase the cognitive activity of students and their motivation for learning.

The introduction of new music computer technologies entails the optimization of the educational process during music lessons, in order to study music theory and apply the acquired knowledge in practice. The model of optimization of educational process at music lessons, with application of modern computer technologies, is displayed in figure 1.

There are many music computer programs, digital resources that can be useful at different stages of teaching music disciplines or at certain stages of a music lesson. Musical computer technologies can be classified according to the methodological purpose and the following software: demonstration, training, software systems (simulators), management, modeling, information retrieval, educational game, leisure. The dosed and purposeful use of the listed technologies allows to achieve improvement of quality of teaching at lessons of

music and high progress of younger pupils. The active use of computer music technology in music lessons gives the teacher additional benefits:

- the ability to pay more attention to each student;
- scope for creativity students and teachers;
- professional growth of teachers and getting rid of routine procedures;
- continuation of the educational process outside the school;
- preparing students for modern and future realities of life.

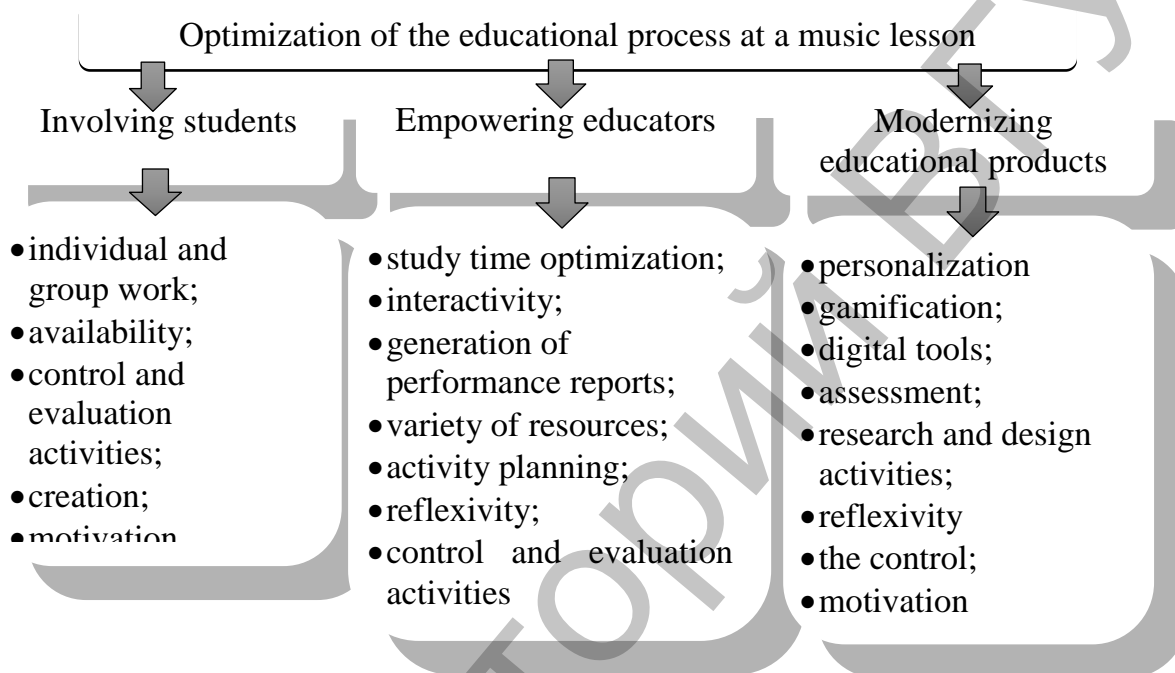


Figure 1 - Model for optimization of the educational process in music lessons.

Conclusion. Thus, the use of music computer technologies in music lessons contributes to the creation of a special educational environment, based on interactive virtual objects, to enhance the cognitive and creative activities of students. Modern computer technologies have a number of advantages and give unlimited opportunities to both the teacher and the student. Therefore, it is necessary to move from passive use of technologies to active use.

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