

their thinking. This focus can be divided into three types. First, focus on one's own good. Secondly, for the benefit of other specific people. Third, for the good of society. Of course, the classification we have given is rather arbitrary, since all these three types of orientation are closely dialectically interconnected with each other, and are often realized simultaneously. Moreover, repeated listening to musical works by junior schoolchildren not only increases a purely aesthetic interest in them and enhances the emotional response, but also makes their axiological perception more conscious. In addition, through the repeated repetition of feelings evoked by music, pupils gain access to an understanding of phenomena that they have not previously encountered. Thus, the unity of the emotional, moral-axiological and cognitive components of the process of musical education is realized.

Conclusion. In conclusion, we note that the formation of an axiological attitude towards musical activity in junior secondary school pupils can also be carried out in extracurricular activities with them. Extracurricular activities are of great educational value. It includes various forms, one of which is complex-syncretic classes, in which you can alternate the game form of interaction between the teacher and schoolchildren. Examples of this form include playing simple instruments with conversation, singing, listening to music, and so on. These activities prepare children to further explore the diverse connections of music with other arts in middle and high school. In extracurricular activities, the musical and aesthetic activity of younger pupils can be carried out in the following directions. Firstly, we are performers; in the implementation of this direction, the melodies of instrumental and orchestral musical compositions are vocalized, as well as improvisation on children's musical instruments. Secondly, we are listeners, this direction presupposes an emotional-cognitive and axiological analysis of musical works. Thirdly, we are composers. The direction serves for the verbal "composition" of music on the basis of a literary or pictorial plot (using terms-characteristics); composing a melody of a song for a preset quatrain and grain-intonation). Fourth, we are poets and writers. The direction aims at: composing poetry to the given music; a verbal description of the listened works, writing compositions about music.

We believe that this activity should end when schoolchildren act as experts in the axiological assessment of musical works.

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INFORMATION AND COMMUNICATION TECHNOLOGIES AND THEIR ROLE IN THE ORGANIZATION OF MUSIC EDUCATION IN CHINA

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Introduction. An important aspect of music education is to stimulate students' interest in learning. It is well known that interest is the best teacher. If the student is interested in the content of the training, he will learn very actively, and the student will not be afraid of these problems. He will take the initiative in solving these problems. Interest is very important for learning.

The purpose of the article is to determine the role of information technology in the organization of music education in China.

The main part. Teachers can use information technology to get students interested in music. For example, teachers can use multimedia tutorials to combine images of notes and listen to music. Students in this case can use visual and auditory associations and better understand

that music is very magical and interesting. Music can make people happy physically and mentally and increase students' interest in learning.

For example, when teaching the "March of the People's Liberation Army of China", the teacher can use modern information technologies to change the previous training regime. The teacher can first use the PPT to present the background of the "March of the Chinese People's Liberation Army" and add a few pictures to the introduction. Students will feel the song comprehensively. Also, the use of modern information technologies becomes more important if the lesson uses the playback of small videos. In this case, students can deeply understand the historical background of the song and the musical image. Compared to traditional teaching, this method can stimulate students' interest in learning more.

The use of modern information technologies is of great importance for activating the atmosphere in the classroom. The question of how to activate the atmosphere in the classroom has always been a problem that deserves the attention of teachers. An active classroom atmosphere can fully mobilize students' enthusiasm for learning, make students focus, change the phenomenon of classroom sleep in the past, and allow students to focus and study music seriously. Teachers should carefully make an exquisite PPT and add some special and colorful content to it.

The importance of using modern information technology to help students better understand and appreciate music should be emphasized. The ability to perceive music can enable us to develop good qualities of the student's personality and allows them to better understand the story. Information technology allows students to understand the lives of creators and the origins of their creations, so information technology can resonate between students and musicians. For example, when analyzing the "Neapolitan Dance" selected from the dance drama "Swan Lake" (composer P. I. Tchaikovsky), first use modern information technology to show the emotion expressed by the music and its creative background. Let the dance drama "Swan Lake" combine with thinking and association. Allow students to gain a deeper understanding of the "Neapolitan Dance". Let students pay more attention to music analysis in music lessons, and let them know that evaluating music is not just a matter of listening. To appreciate music is to understand music, to feel it, and to fall in love with it.

Modern information technologies can be used to organize classroom learning activities and conduct extracurricular exchanges. Teachers can use communication tools like QQ and WeChat to guide students' learning, or to organize specific classroom training sessions for students, as well as assign specific music assessment homework assignments. For example, everyone has to go back and write a score for a certain music. The teacher and the student can also talk about open questions that they are more interested in this music, how to learn and play this music on an instrument or sing. The teacher can do a few small tasks based on the points discussed by the students, or let the students edit their favorite music and add some of their ideas, make their own work and show these works to the class. This can improve student participation in classes and improve students' practical abilities.

As you complete your homework, deepen your understanding of music so that they can better understand music to achieve their learning goal. Teachers can also answer questions using QQ, WeChat, and other tools. Teachers can respond in time to improve the communication of teacher and student. The number of exchanges between teachers and students is increasing. Students can also resolve their questions immediately. This increases the efficiency of learning and makes students want to learn more. The subjective initiative of cognition is strengthened.

How to overcome learning difficulties has always been a problem that puzzles the teacher. In the past classroom teaching, despite the teachers' fatigue, the difficulties of teaching are still difficult to overcome, because the music is alive and not static. Traditional teaching methods cannot match the more abstract and artistic characteristics of music. Modern information technologies can make up for the shortcomings of traditional teaching methods. Using audio learning can help students understand music more intuitively and turn abstraction into

intuition. For example, when teaching the song "Stepping in the Snow and Looking for Plums", you can play videos or photos of plum blossoms, as well as scenes of people playing in the snow, so that students can fully appreciate the poetry and leisure when they step in the snow to find plums. Let the students better understand the artistic concept of the song. Only when students understand the artistic concept of the song and experience the emotions of the song can they stimulate their emotions so that they can achieve the goal of making students sing better. Here are the words that you can say before listening to the song "Trampling in the snow and searching for plums": at the bus stop on a snowy morning, a girl in a warm cotton coat ran out with a small basket to find beautiful plum flowers that were still blooming after a heavy snowfall. Plum blossoms bloom proudly on the branches, showing off her most beautiful posture. This can activate the students' thinking and give them the opportunity to fully understand the artistic concept of "Trample the Snow and Look for Plums" and experience the emotions of the song.

Conclusion. Classes are taught by each teacher individually, but one plus one is more than two. If each teacher shares their very good freedom with other teachers, the effectiveness of the training will increase significantly. Teachers can create a platform for sharing learning resources so that collective wisdom can improve the quality of teaching. For example, you can create a QQ group where each teacher uploads their own materials. These materials mainly include: music, videos, PPT, exam questions, and so on. Teachers who need it can download it themselves, which can speed up the dissemination of information so that teachers can prepare courses faster, and students can also enjoy better learning resources.

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ПОДГОТОВКА БУДУЩЕГО УЧИТЕЛЯ МУЗЫКИ К МУЗЫКАЛЬНО-ЭСТЕТИЧЕСКОМУ ВОСПИТАНИЮ ШКОЛЬНИКОВ

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Ведущей целью современного образования Республики Беларусь является формирование всесторонне гармонически развитой личности, социализированной, способной к рефлексии, характеризующейся высокой степенью коммуникативной, информационной, профессиональной компетентности, учителя новой формации.

Для создания необходимых условий достижения нового, современного качества подготовки будущего учителя музыки, в целях духовного становления личности, используется нравственный потенциал *искусства* как средства формирования и развития этических принципов и идеалов. Способность искусства вызывать у человека чувственный резонанс и доставлять эстетическое наслаждение делает его особенно эффективным и незаменимым средством музыкально-эстетического воспитания. В первую очередь, музыка воздействует на чувственную сферу человека, на его эмоции. Через чувство музыки оказывает интенсивное влияние на нравственное и эстетическое формирование личности, на развитие мироощущения и мировоззрения человека. Б. Асафьев высказывал предположение, что при формировании таких черт характера личности, как инициативность, организованность, находчивость, критичность, а также в привитии социальных навыков «никакое другое искусство не в состоянии содействовать этому направлению развития в такой сильной степени, как музыка...» [1, с. 51].