

Tall	The student is able to listen carefully to a piece of music, delving into the change of mood, following the dynamics of the musical and artistic image. He is independent in his answers to questions, in the process of analyzing the work he correctly uses elementary terminology. Able to analyze, compare images, establish causal relationships between the means of musical, choreographic, artistic expression and the emotional content of the work.	10-12 points
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Emotional reactions are not always adequate to the mood of the works. Works evoke a lively response from him, but only if they are simple in content and form. High level (10-12 points). The student is able to carefully listen to a piece of music, delving into the change of mood, following the dynamics of the musical and artistic image. He is independent in his answers to the questions of adults, in the process of analyzing the work, he correctly uses elementary terminology. Able to analyze, compare images, establish causal relationships between the means of musical, choreographic, artistic expression and the emotional content of the work.

Three levels of evaluation of the performance of variable tasks in choreographic activity have been formed: high, medium, low. Let's characterize each of them. Based on the total score (5 indicators), the level of emotional responsiveness of students is determined based on the results in the process of observation. 24-30 points – high, 20-24 points – medium, up to 20 points – low. A high level is characterized by the expressiveness of performing variable tasks, the ability to independently create and transform various (but adequate) options for exercises and dances that are distinguished by the originality of bodily plasticity in accordance with the artistic conception (3 points are assessed). The average level is characterized by the expressiveness of the performance of variable tasks, the ability to create and transform a variety of exercises and dances that differ in originality of the idea in accordance with the artistic conception with the help of a teacher (2 points are assessed). The low level is characterized by the inexpressive performance of variable tasks, the inability to create and transform a variety of adequate options for exercises and dances, the lack of an original idea when implementing an artistic idea (1 point is estimated).

**Conclusion.** Thus, the complexity of the performance of folk choreography lies in the fact that it is a product of a synthesis of movements, plasticity and musical material. Performing skills in folk dance are not only in the technical side. The second mandatory component of the performer's activity is his ability to feel the created image in order to be able to convey to the viewer the idea, which is based on an understanding of the style and nature of the era. In the process of education and training, the ability to convey expressiveness develops through the introduction of musical art into the educational process, while maintaining the characteristic features, uniqueness and authenticity of folk dance.

The development of emotional expressiveness is a complex pedagogical task that requires a diverse, rich educational environment, taking into account the individual characteristics of each student.

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### **PERCEPTION OF THE CHINESE NATIONAL MUSICAL INSTRUMENT PIPA BY BELARUSIAN LISTENERS**

**Introduction.** Each Chinese musical instrument has its own characteristics. In this society with noisy culture, with the rapid development of economy, the influence of Chinese culture is increasing day by day, and Chinese musical instruments are gradually moving to the world. At Vitebsk National University in Belarus, two traditional Chinese Pipa works "Chen Sui" and "overlord demolitions" were performed for local students, and a questionnaire survey was conducted among local students.

**The purpose** of this article is to analyze the possibilities and results of the perception by residents of Vitebsk of different ages of the Chinese national musical instrument pipa.

A paper entitled “The History of the Establishment of Pipa School” was published at the VIII International Conference on College Students, Undergraduate, Graduate, 21st Century (December 10, 2021), taking this opportunity to popularize Chinese ethnic Musical Instruments among Belarusian students [1]. They were invited to listen to two pieces the Chinese national tunes “Chen Sui” and “Overlord Resurrection”. The first piece tells the story of the ladies of the ancient Chinese court. The Chinese “Chen” means story, and “Sui” meant meat left after sacrifice. Later, it refers to the abandoned Miss Court. “Chen Sui” is a tragic tale about an abandoned court lady.

“The resurrection of the overlord” tells the story of two Chinese heroes: one failed hero named Xiang Yu, and the other successful hero named Liu Bang. The music tells of their decisive battle in Gaiha in 202 BC. Finally, King Xiang Yu died in the battle. However, China has never seen a hero as a loser. Many people were convinced that although Xiang Yu was defeated, he did not give up or lose the true qualities of a hero. It is a short story about the tragic and heroic story of Xiang Yu's defeat and death.

Participants then expressed their views on what they saw and heard through a specially designed questionnaire. The questionnaire includes the following questions:

1. Did you know the Chinese national musical instrument, the pipa, before?
2. Have you noticed anything unfamiliar with this tool?
3. What associations do the playing music works bring to you?
4. Do you like the Chinese folk musical instrument, the pipa?
5. Do you want to learn more about this musical instrument and Chinese culture? What is that?
6. What can you compare with the Chinese national musical instrument, the pipa? (weather, nature, mood, color, etc.)

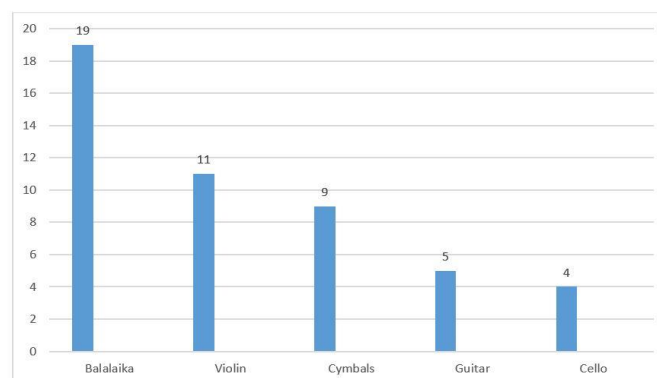
All respondents were positive about the sound and appearance of the Chinese folk lute instruments. It should be noted that only 19% were aware of the existence of the instrument. Students are interested to learn more about its origins and on what holidays to use the tool. Special interest was developed in the teaching, design and musical abilities of lupipa. Students were interested in tracks that could be played with this instrument. The listeners noticed the unusual sound of the instrument. Belarusian students are not unfamiliar to the shape of the pipa, the finger board and the arrangement of music.

The students had some interesting associations:

- weather: sunny, changeable, warm, cloudy;
- natural phenomena: rain, thunderstorms, open flowers, hurricanes, sunrise, snow, wind;
- mood: calm, sad, gentle, thoughtful, passion, joy, changeable, cautious, cheerful, peaceful, relaxed, mysterious, rough;
- flowers: sakura, rose, lotus, lotus, orchid, chrysanthemum, violets, aster, daffodils, daisy, rose, mimosa, forget-me-not, peony, cactus, poppy, bamboo.

The color palette is quite diverse. Basic colors (red, orange, yellow, green, blue, blue) are provided, but purple is not specified. White, gray, brown, sand, silver, pink, and beige are colored in descending order of votes.

Somehow, those present decided to compare the Chinese national instrument pipa to instruments popular in Belarus or known to them (Figure 1).



**Figure 1 – Association of the lute with other instruments**

Within the framework of the academic discipline “Musical and Pedagogical Design”, students-citizens of the PRC (group 45 “Musical Art, Rhythm and Choreography”, full-time education) devel-

oped and implemented the musical and pedagogical project “Journey to China” for students of the State Educational Establishment “Secondary School № 44 in Vitebsk”. This project was developed in the context of the pedagogical research “Polycultural Dialogues of Modernity”. Chinese citizen students (45 groups of “Music and Arts, Rhythm and Dance”, full-time education) suggest introducing the most iconic cultural sites of the People's Republic of China to Belarusian students. This is the Great Wall; the Palace Museum in Beijing at the Palace Museum; the Beijing Zoo; the Zhangjiajie National Park in northwest Hunan Province; the Singing Fountain Park in the mountains Xi'an.

In connection with quarantine measures, this project was presented to students of the State Educational Establishment “Secondary School №44 in Vitebsk” in the form of a video. Video filming and video editing was carried out by a student of the 14th group “Musical Art, Rhythm and Choreography” (full-time form of education) Maria Tkacheva. A video of lute music was also produced for the music teaching project.

A.E. Oksenchuk, Candidate of Philological Sciences, Associate Professor, Head of the Department of Literature of the Department of Humanism and Language Communication, Vitebsk State University named after P.M. Mashcherova, on the eve of the New Year holidays, held events “Knowledge of Chinese Culture” for students of groups 13 and 22 of the faculty. The performance of the theater “The Story by the Light” combines harmoniously with the timbre of Chinese national instruments. Li Qingbo performed “The Lantern Festival on the Fifteenth Day of the First Month” on the Chinese national instrument, the suona. On the pipa, the play “Overlord armor remover” was performed.

Vitebsk held the third “Vitebsk parade of Art” within the framework of the “International Festival” from 7 to 9 January 2022. The project is not only creative but also educational, and each participant can attend a workshop of qualified educators and jury members for unique experience and new useful introductions; a closer understanding of the capital of the festival through an interesting tour of the most interesting places in Vitebsk.

The Vitebsk Art March Festival – the competition is designed to enhance international ties in cultural cooperation and creation processes; the best examples of the national culture of the countries participating in the festivals and competitions are cited.

Participating artists and creative groups include variety, folk and academic vocal music; choreography, including variety dance (hip dance, hip dance, broken dance, acrobatic dance, mixed dance), folk dance (folk stage dance, folk dance, etc.), classical dance (ballet, classical choreography), modern dance, modern dance, modern dance, etc.); original schools (circus and variety-circus art, fashion theater, shadow play, spoof, light performance, etc.); visual art (painting, graphics); arts and crafts and art crafts.

Let's discuss the nominations for “instrumental” (classical, folk and free genres) in more detail. Soloists, choir (2 to 5) and orchestra (6 or more) are available [2].

One piece was selected to compete for the festival competition. In this competition, a modern Pipa repertoire “old boy” was played, which shows an old man's memories of his childhood after being drunk, and the lively and cheerful side of the old man.

Competition results: second award. There was also an opportunity to attend the lectures of two Belarusian artists at this art festival in order to better understand the Belarusian national musical culture. Understanding and learning the excellent culture of other countries is the reason for the brilliance of Chinese culture, which requires us to actively learn the culture of other countries while spreading Chinese culture, focusing on ourselves and using it for our own use.

**Conclusion.** Although the influence of Chinese culture is increasing day by day, the influence is still relatively small. At least many local students in Belarus don't know much about Chinese musical instruments, or even haven't heard of them before. This requires us, as Chinese students studying abroad, to actively communicate with local students and play music they are relatively interested in. In order to improve their willingness to understand Chinese musical instruments, so that Chinese national musical instruments can be further and effectively spread in other countries, and really do their part for Chinese culture to the world.

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