

Hottabych. In Vitebsk, the main character of the story “Old Man Hottabych” has a monument on Tolstoy Street, where the writer was born and lived with his family. And on the occasion of the 100th anniversary of the birth of the writer, the Vitebsk sculptor V.S. Moguchy was issued a commemorative medal [2].

Within the framework of the project “Batleyka as a means of popularizing the creative heritage of the Vitebsk region”, the analysis of the story “The Old Man Hottabych” made it possible to identify the following problems:

- the number of characters in the story exceeds the number of battle dolls;
- the time frame for staging a puppet show in full is limited;
- the actors of the puppet theater do not have professional theatrical training.

Thus, we can formulate the following conclusion: it is advisable to use specific fragments of the main episodes of the fairy tale story “The Old Man Hottabych” as part of the development of author's scenarios for training sessions, entertainment programs at various levels for preschool and general secondary education institutions.

1. Mikhailouskaya, A.I. Analysis of the possibilities of stage realization of literary works of writers and poets of Vitebsk region / A.I. Mikhailouskaya // XVI Masherov Readings: Proceedings of the XVI International Scientific and Practical Conference of Students, Postgraduates and Young Scientists, Vitebsk, October 21, 2022 / Vitebsk state un-t; editorial staff: E.Ya. Arshansky (editor-in-chief) [and others]. – Vitebsk: VSU named after P.M. Masherov, 2022. – p. 280-282.

2. The sculptures of the old man Hottabych and the Golden Fish have already been installed in Vitebsk, they will be opened on the City Day / People's News of Vitebsk [Electronic resource]. – Access mode: <https://vitebsk.cc/2017/06/21/skulptury-starika-hottabycha-i-zolotoj-rybki-v-vitebske-uzhe-ustanovili-ih-otkroyut-v-den-goroda/>. – Placement date: 06/21/2017. – Date of access: 10.10.2022.

MUSIC THERAPY IN THE PSYCHO-PEDAGOGICAL SPACE: CORRECTION OF CHILDREN'S BEHAVIOR AND DEVELOPMENT OF EMPATHY

Anna Pavlova

Omsk State University name after F.M. Dostoevsky, Omsk, Russia

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Throughout the ages, researchers turned to studying the therapeutic, healing, and educational effects of music on humans. For example, in ancient times this powerful resource was used for treating disorders of the nervous system (Ancient Greece), insomnia (Ancient Egypt), body and mental illness in combination (Ancient China). Music therapy acquired serious development and importance in the 20th century, it began to be actively used by scientists and practitioners, and the method was called "art therapy" [1, p. 251].

The purpose of this article is to consider the possibilities of music therapy in the psychological and pedagogical space as part of the study of children's behavior correction and the development of the ability to empathy.

Material and methods. The study is based on the scientific substantiation of the method of music therapy as a psychological and pedagogical method of correcting

children's behavior and developing empathy. We used terminological and descriptive-analytical methods, as well as comparison and generalization of the advanced theoretical and practical psychological experience of known scientists.

Findings and their discussion. Consider music perception at the sensory level, carried out with the help of the auditory analyzer [2, p. 35]. The resulting psychophysiological reactions are of an acoustic-motor nature, which can be summarized in the following diagram (Fig. 1):

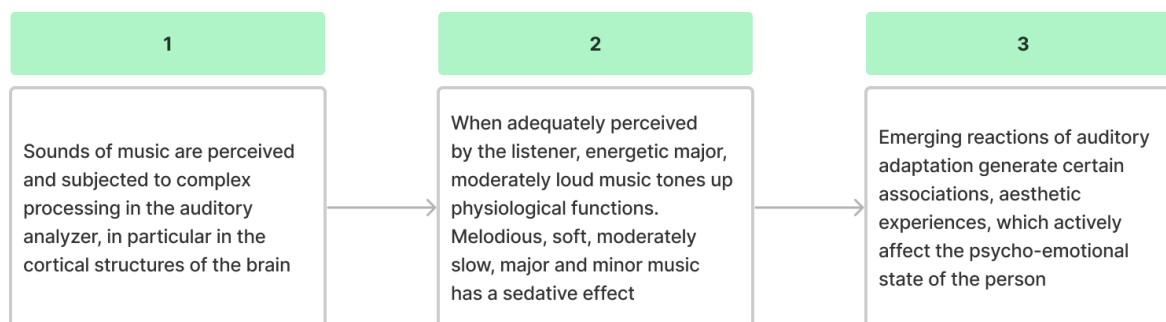


Fig. 1. Psychophysiological reactions that occur when people listen to musical compositions

Doctor of Psychology Garry Stepanovich Tarasov distinguishes three types of music perception: "spectacular-events", "emotional" and the type of "usual auditory orientation". He emphasizes that the specificity of musical art corresponds to the second type – emotional perception or perception as communication [3, p. 32]. This proves the applicability of the method not only to the correction of the psycho-emotional aspect of children's behavior, but also to the development of empathy through the emotional perception of music by people.

Empathy is the ability to see, understand and accept other people's feelings, to put oneself in their place, to empathize them. In other words, it is the ability to be kind and sensitive to other people's feelings. Viktor Vasilyevich Boyko believes that empathy is a form of rational-emotional-intuitive reflection of another person [4, p.74].

Karl Ransome Rogers says that "to be in a state of empathy means to perceive the inner world of another accurately, with the preservation of emotional and semantic nuances. It is as if one becomes that other, but without losing the sense of "as if". Thus, one feels the joy or pain of the other as that person feels them, and perceives their causes as that person perceives them" [5, p. 235].

It follows from all of the above that a sense of empathy is a person's ability to respond emotionally to other people's experiences (both joyful and sad), to understand what they are thinking and feeling, as if to penetrate into their inner world.

On the basis of moral-value experience, a child develops a moral-value and moral-approving attitude toward other people. Thus, the child develops feelings and attitudes of humanism and altruism. For example, attention to the needs of people, the ability to consider their opinions, interests and feelings, to show sympathy in relation to the troubles and joys of other people.

Knowledge of empathy patterns development in younger school-age children allows teachers to take them into account when building the educational process and also to choose adequate conditions for their development.

The use of music therapy for children by teachers and parents is possible with such options for the development of emotional skills or correction of children's behavior [6, p. 218]:

1. Vocal therapy. In work with children, activities are aimed at developing an optimistic mood: performance of life-affirming songs, joyful children's songs. In the course of vocal activity, children become emotionally responsive and more relaxed in an unfamiliar environment. Vocal therapy is especially indicated for depressed, lethargic, self-centered children.

2. Instrumental music therapy. It's conducted by playing musical instruments. Playing triangles, blowpipes, bells, and tambourines helps relieve emotional tension, overstimulation, and aggression.

3. Kinesitherapy. During this therapy, children learn to express their emotions through expressive body movements. Much attention is paid to correction of communicative psychological functions. Kinesitherapy includes psychogymnastics, dance-movement therapy, and story-game kinesitherapy.

Receptive music therapy (music therapy involving perception of music for the purpose of correction) is realized in the following way: listeners in the group listen to a specially selected piece of music together, or one of the participants in the group plays a melody that conveys his feelings; then all children together discuss their own experiences, associations and fantasies that arose during the listening, and try to feel the mood, feelings and experiences of the performer. It is also possible to combine listening or singing with dance movements. Dance is one of the forms of social interaction, with the help of which the ability to communicate, understand each other and feel the other is improved.

Conclusion. Thus, a musical intervention can improve movement coordination, relax, soothe and improve a person's overall well-being. Music also develops neural pathways in the brain, linking the areas responsible for sound, touch, movement, speech (in the case of singing) and emotion, i.e. all areas involved in creating music.

It is necessary to use updated pedagogical tools based on the free communication of children in joint engaging activities in the development of empathic abilities and correction of children's behavior. Artistic and figurative pedagogical means such as music therapy can be the most important sources for this. Competent use of this method improves communicative skills, develops a sense of empathy, sharpens aesthetic perception, stimulates mental processes and stabilizes the emotional background.

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