helping them overcome difficulties, and improving their choral skills. Additionally, choir workshops provide a more practical and interactive format. Artists or professional choirs visit the school and engage in collective rehearsals and performance preparations with students. They share their artistic ideas and performance experiences, guiding students on how to convey emotions and express the essence of music through choral singing. Such workshops provide students with an opportunity to collaborate with professionals. The forms of choir seminars and workshops can ignite students' enthusiasm for choral arts, helping them better understand and appreciate choral music [1, p.8].

In conclusion, it is crucial to define the working methods and formats aimed at developing students' choral skills for effective teaching. Doing so ensures that teachers have clear guidance and teaching strategies while providing diverse learning opportunities and platforms to promote students' overall development and ignite their passion for learning and artistic pursuits.

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LUO CHANGYUE
Republic of Belarus, Vitebsk, VSU named after P.M. Masherov

DEVELOPMENT OF STUDENTS' COGNITIVE INTEREST THROUGH PLAY AT MUSIC LESSONS

Introduction. In theory of cognitive development, children's cognitive development is in stages. Therefore, teaching strategies and priorities are different for children at different stages because children's cognitive structures are different at different stages. "The characteristics of students' stages of cognitive development constrain teaching and learning to be adapted to students' cognitive development." In response to the variability that exists in different stages of children's cognitive structure, the strategies for developing children's musical abilities at each stage have to be different, so the musical abilities that we focus on at each stage are also different. We focus on enhancing the corresponding musical ability at the stage that is most appropriate for the development of a certain ability in children. This will make the development of children's musical talent twice as effective, stimulate children's interest in music, and add motivation to children's learning.

The main part. For the development of the same musical ability in different stages, the measures for each stage are different. For example, the first three stages in this paper all mention the development of music perception, but the focus of these three stages is different: the development of children's music perception in the sensorimotor stage relies mainly on the external environment to stimulate the development of children's external auditory sense; the focus of the children in the preoperational and concrete operations stages is on the development of inner auditory sense, but the inner rhythm, inner pitch, and inner melodic sense of children in the preoperational stage begin to emerge, the However, children's inner rhythm, inner pitch and inner melody begin to appear in the preoperational stage, while children's inner harmonic hearing can only be established in the concrete operation stage.

Stages of children's cognitive development are not stepped; they are characterized by a certain degree of crossover and overlap. The same is true for the development of children's musical abilities, and the abilities developed in the two stages before and after will also intersect with each other. There are musical abilities to focus on in each stage, but other musical abilities will also develop at the same time, only the changes in the musical abilities that are not focused on are obvious.

Children's cognitive development is a dynamic process, and each stage of cognition is built on top of the previous stage's cognition, and the cognitive structure of the previous stage will be generalized to the cognitive structure of the next stage and become part of the next stage's cognition, so that the development of cognitive structure is also a process of successive construction, and develops gradually in accordance with the order. For musical ability, children's cognition of the

musical ability developed in the previous stage is the basis for the development of other musical abilities in the later stage. For example, the development of children's musical creativity in the concrete operations stage is based on the musical imagination ability in the preoperational stage.

When a child is found to be weak in a particular musical ability and in need of reinforcement, it is important to first consolidate the abilities of the previous stages. If teachers try to cultivate children's musical expressive ability, they should first consolidate the abilities built up in the first three stages of musical perception, musical memory, musical imagination, musical creativity, and musical analysis, and they can make a comprehensive evaluation of the children's musical expressive ability in terms of the degree of their mastery of the above several abilities. For example, some children's musical expressiveness is not good enough, which is reflected in many aspects: children are unable to understand the musical image expressed by the music, they always play mixed scores, can't memorize the scores, and are not familiar enough with the structure of the repertoire. This shows that the children's musical imagination, musical memory and musical analysis skills are lacking, and teachers should focus on training these skills.

Game forms in lessons contribute to: mastering the subject material; relieve mental tension; creating a situation of success; formation of positive motivation; creating opportunities for self-expression of students; development of imagination and fantasy; formation of a new view of the world; education of an open and free personality, capable of cognition, experience, active action.

Educational general education programs. These programs provide an opportunity to introduce the works of composers in an entertaining form, using excerpts from musical works and animation, as well as to track the level of knowledge of students with the help of quizzes. Practical course "Learning to understand music", "Music class" – the program, where with the help of numerous games children acquire knowledge of the program on music. The Music Theory course will help students learn and understand the basic terms of music literacy – note, tone, interval, melody, harmony, rhythm, and many others, while Music Dictation will help test their musical hearing and memory. The "History of Musical Instruments" app will help you not only learn what musical instruments exist, but also hear what they sound like. "Computer Piano" allows you to play any melody on the computer keyboard using various instruments (harp, clarinet, trumpet, drum, guitar, piano, synthesizer, bells, and timpani). With the Cybersynthesizer you can create your own Rock, Techno, Rock 'n' Roll, Country and Latino songs; the History of Musical Instruments and Electronic Piano sections complement each other perfectly. In the first section, students receive information about groups of musical instruments, the history of their creation, types, and in the other, they perform a piece on any of the offered 10 instruments. Such a combination yields good results, as children not only learn the instruments theoretically, but also play them practically [1].

Educational and game programs. The game "Tic-tac-toe" will allow the most attentive students to beat the computer by correctly guessing musical instruments, notes, and pauses. "Music Cubes", where they identify instruments, durations, ensembles, notes, and make a musical dictation from the cubes. "Music cubes" will allow them to assemble a melody, "Guess the melody", where they can develop memory and memorize musical pieces [2].

Encyclopedias – reference material on computer CD and DVD disks is designed for children of all ages. It allows you to quickly find the necessary and useful information, listen to musical fragments structured by themes, composers, genres, trends in art; watch video or animation fragments; learn about the photo archive on a variety of topics; work with various dictionaries, etc. With the help of multimedia encyclopedias you can not only prepare a high-quality and interesting presentation, but also work independently in the classroom or at home [55, p. 45]. Music encyclopedias are very helpful for music lessons, which contain information about almost all contemporary bands and performers and music albums. They can trace the history of the development of a particular group, learn about the development of rock, jazz, pop music, listen to a recording or watch a video clip. Music Encyclopedias. The use of materials of the electronic music encyclopedia will simplify the preparation of the teacher for the lessons, fill them with multimedia content, thereby optimizing and enriching the music lesson, increasing the effectiveness of work with students. Using a computer, children can virtually wander the halls of museums (e.g., a museum of musical instruments), explore the works of composers and even learn musical notation [3].

Internet resources – often even the most introverted children are liberated when working on the computer, shy students easily communicate on the Internet – their self-esteem and status among their peers increase.

Karaoke in music lessons is one of the means to not only increase interest in the lessons due to the variety of arrangements of the phonograms of songs (as a rule, a large number of voices of musical instruments is used), but also provides an opportunity to significantly expand the repertoire and better assess the performance of songs by students [4].

Playful creativity can be called the main, the most accessible, fascinating and favorite activity for children. It is a well-known fact that while playing, school children get a little tired and their brains and intellects are active. The relationship between music and rhythm helps them understand the artwork correctly. For example, after listening to a program piece, children have an interesting idea for a game. They distribute roles, offer their plan for the development of the plot, they stage a folk song, they try to depict the action in their own way. In the structure of a musical class, rhythmic movements are part of it and last for three to five minutes, playing the role of a motor relaxation.

Playing, children relax at holiday events, because it is no secret that they are usually afraid to perform, afraid of the stage, afraid to show their knowledge and skills. Chinese educators believe it is necessary to include different types of movement to music in elementary school. Children of this age are characterized by mobility, and they are happy to perform various movements to music, included in musical games involving movement. Movement to music is didactically important part of the process of music education, because it allows you to effectively influence the development of musical abilities of the metro-rhythmic feeling.

Movement to music develops creative imagination, imagination of the child. Various creative tasks allow you to actively influence the child's personality, giving an outlet to the child's desire for self-expression, which creates a special emotionally rich atmosphere of immersion in the world of music at the lesson.

Musical and rhythmic exercises can help relieve mental overload and fatigue in choral singing lessons, while also serving as a relaxation function, allowing you to switch to another type of activity.

Under the music of the song develops musical and creative abilities of children. Performing folk songs, there is a desire to move freely and communicate. Creative abilities of children are actively manifested in the staging of Russian folk songs. The performance is accompanied by the sound of folk instruments, facial expressions and gestures. In the process of work, much attention is paid to various tasks related to metrical rhythm: different types of walking related to the transmission of metrical pulsation; elements of dance movements, primarily, different types of dance steps: hops, polka step, setting the feet on the heel or toe, round dance step, variable step, step with a hopping. Performing the pieces not only according to the pattern set by the teacher, the students put their own attitude, creating new patterns and actions.

Thus, the use of these technologies is highly effective and contributes to:

– the development of students' personality;

– an increase in students' interest in learning activities;

– growth of cognitive activity of students in the learning process; change of students' self-esteem;

– formation of students' aesthetic and emotionally integrated attitude towards art and life;

– development of musical perception, skills of deep, personal and creative comprehension of moral and aesthetic essence of musical art;

– knowledge of the intonational and figurative language of art on the basis of the forming experience of creative activity and interrelation of different types of art.

For elementary school children, play continues to be one of the main activities. Play is very important in a child's life. Game only outwardly seems frivolous and simple. But in fact it powerfully demands from the player to give it the maximum of his energy, mind, stamina, independence. Sometimes with the help of game elements, understanding the essence of a process or phenomenon becomes more accessible to students in this age group. In music lessons, playful techniques are used, as a rule, to facilitate children's understanding of the content of a musical work, its artistic features, as well as to ensure that quite time-consuming processes of listening to music or learning it were not too tedious. Firstly, the game does not tire elementary school children; secondly, it activates their

emotions and cognitive interest, develops versatile artistic abilities; thirdly, it helps to model the musical and educational process in game form.

Game methods contribute to a solid mastering of educational material by students, expand their horizons, develop creative thinking, artistic imagination, activate memory, observation, intuition, form the inner world of the child and contribute to the education of a harmonious personality. One of the most effective methods used in the music lesson for me was the method of "plastic intonation". This method is aimed at mastering the techniques of "active listening". The use of the method of plastic intonation in the lesson makes the children's perception of music deeper and more conscious. For the majority of children it is more natural and «comfortable» to perceive music through movement. Observations of teachers confirm this fact – children love to move to the music and quickly remember the music that is associated with movement. The use of movement in music lessons can greatly enhance the children's musical perception. Plastic intonation implies the embodiment of perceived music, primarily through hand movements. By memorizing the lyrics of songs with timing or even clapping, children automatically begin to understand the close connection between words, rhythm and music, feel a strong rhythm, "fit" the pronunciation of the words in the right meter and tempo. This technique allows simple and lucid explanations of conducting gestures such as "attention", "start of singing", "remove the sound", to achieve a rhythmic ensemble in the children's choir.

The use of these technologies contributes to the development of a child's interest, passion and love for musical art; the ability to reflect on music, assess its emotional character and determine its imaginative content; the ability to apply the knowledge gained in the process of music lessons to the music around them. And they also allow you to effectively organize independent work at the lesson, individualize the learning process, improve the practical skills of students, create an atmosphere of emotional perception of the educational material, increase interest in music lessons. Thus, using modern innovative technologies, forms and methods in teaching, each music teacher enriches his professional activity and students' learning, makes it more interesting and joyful. And the music lesson turns into a lesson of creative development of personality.

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F. POLOZOVA, LI XUEFEI, LI YUEHAN
Republic of Belarus, Vitebsk, VSU named after P.M. Masherov

USING MODERN TECHNOLOGY IN THE PROCESS OF TEACHING PIANO IN CHINA

With the rapid development of China's economy and culture since the late twentieth century, and especially with the implementation of the reform and opening-up policy, the field of art education in China has undergone profound changes. Against this background, piano education, as the most important component of art education, has received particularly significant development in China.

In China, piano teachers actively use computer programs and special applications that help students develop their hearing, memorize notes and improve their playing technique. These innovative technologies make the learning process more interactive and exciting for children, which is very important at the learning stage.

The distinctive feature of using advanced technology is that it combines traditional musical values with modern technology. Piano teaching in China is currently rapidly evolving thanks to the use of the latest technology.