

technologies make it one of the leaders in the world. China continues to make significant contributions to the art of music, and its piano education remains an important and inspiring factor in the global music industry.

List of cited sources:

1. Weimin, Zhou. Study and analysis of some problems of Chinese piano education / Zhou Weimin // Chinese music. 2012. – P. 159–165.
2. Liao, Naixiong . Introduction to Music Pedagogy / Naixiong Liao . – Beijing : Central Music Institute Publishing House, 2018. – 780 p.
3. Huang, Yan . Research into the principle and application of experiential education / Yan Huang // Shanghai Normal University, 2014. – 156 p.

**SUN YANG**

Republic of Belarus, Grodno, Yanka Kupala State University of Grodno

### **A CLASSROOM STRATEGY TO IMPROVE THE BASIC MUSIC ABILITY OF FIRST-GRADERS**

**Introduction.** Although primary school students are full of curiosity about school life and music class, their moral character, code of conduct, learning habits and so on are in the formative stage, so when we lead students to participate in music learning systematically, we should not only take into account the imbalance of students' basic musical ability, but also achieve "universal cultivation". "Focus on development", but also in the early classroom teaching for the students to establish good rules, cultivate good music classroom habits, guide students to actively participate in learning, more encouragement and appreciation, and fully grasp the characteristics of lower grade children.

The **aim** of this article is to describe some elements of a productive classroom strategy to improve the basic music ability of first-graders in China's school. This article is based on using the music teaching content of the first volume of the first grade of the People's Education Press as an example, aiming to jointly promote the efficiency of classroom teaching and improve students' basic ability in music. Based on related literature, we have analyzed how to approach to organizing singing, listening (comprehension), and creating musical products in classroom to improve the basic music ability of first-graders.

Singing is an emotional communication activity. First-grade students imitate strong, plasticity, like to pay attention to the people and things around them, their imagination of the teacher is almost perfect, the unique dependence on the teacher, often make them in the observation of the teacher produced a kind of amplification effect and imitation effect. When leading the students to learn the songs for the first time, the teacher asked the students to maintain the correct singing posture, look up at the teacher, and imitate the teacher's singing expression. For individual intonation problems, the teacher could indicate the level of the notes by hand. For example, in the song "Drum and Snare", the students tended to sing a on the high side and a<sup>1</sup>b<sup>1</sup> on the low side, and the teacher indicated the level of the notes by hand timely. For example, if a can guide students to sing small notes in the chest position, students will not only have a further understanding of the level of notes, but also improve their intonation through repeated attempts and explorations. Of course, the teaching of this link can also learn from Calvin gestures. However, considering children's acceptance ability, teachers can show students intuitive up or down, which is easier for students to accept. When learning songs again, students should be guided to raise their laughing muscles, point one finger at the music sheet, and keep their upper body upright. In order to improve students' familiarity with musical notes in singing and cultivate good habit of recognizing music, the following exercises can guide students to watch multimedia and watch the pitch gesture singing guided by the teacher in peripheral view. The process of learning songs is also a process of improving intonation. Teachers should not only have sensitive ears to catch students' intonation at any time, but also train students to have the ability to listen while singing. Improving students' intonation is not achieved overnight, but a process of slow progress in gradual practice.

Music is the art of hearing. "Listening" is the way to obtain music, in the listening world, students will get to know great musicians, appreciate rich music works, know colorful instruments, in order to improve students' music appreciation ability, of course, all this requires a good listening habit.

When students first come into contact with and appreciate the works, they are likely to be distracted, such as whispering, making small movements, etc. In order to better let students experience the music, teachers can guide students to close their eyes, lie on the table and relax and participate in the listening activities. In the initial listening, students may not be able to associate the beautiful picture related to the music. Teachers can use this opportunity to share their own feelings of listening and encourage students to speak up. For example, when appreciating "Doll's Dream", guide students to imagine what kind of dream the doll has? Then they make different movements according to different emotions. Many children will imitate different speeds of playing according to the speed of the works. The imitation process is full of fun, and the children also improve their interest in appreciation through participation. When appreciating "Flight of the Wild Bee", students can be guided to participate in learning by combining various appreciation methods, such as explaining the creation background of "Flight of the Wild Bee" and watching related performance videos. Students can not only associate the work with interesting stories, but also enhance their enthusiasm to participate in the class by imitating the sound and flight mode of bees. In the teaching process of listening to works, teachers should fully understand the age characteristics of students, give priority to students, and try their best to create a teaching environment that combines education and entertainment for them, so that they not only love singing, but also love listening [1].

The body and its sensorimotor schematics influence and shape all cognitive activities, and this is even more evident in music learning. Advocating activities can mobilize every part of the body, and it is of great help to cultivate students' coordination and ability to cooperate with others. First-grade children develop rapidly, but their mental state has not yet left the scope of early childhood, especially in the first semester, there are some ways of thinking of children, thinking images specific, good at mechanical memory. In rhythm teaching, such as reading the nursery rhyme "Looking for Friends", the teacher should guide the students to participate in the performance step by step. First, the students should carefully observe the rhythmic performance of the teacher, then guide the students to practice the chanting, clapping and stamping separately, perform combined exercises of the chanting and clapping, the chanting and stamping, and the clapping and stamping respectively, and finally, the chanting, clapping and stamping together for practice. When learning to sing "Long Dong Qiang", you can add the sound practice while listening, and then practice the melody and sound at the same time after learning to sing. The gradual teaching design should not only meet the requirements of the teaching objectives in the curriculum standards, but also stimulate their interest in music learning, properly grasp the difficulty of the teaching content, and better take into account each student.

The newly enrolled children are full of curiosity about the music class, and playing games is a way to attract them. The combination of rhythm training and games can better stimulate and cultivate students' interest in music. The rhythm training should run through the students' music learning. In the first lesson, questions and answers and rhythm recitation can be adopted to subtly narrow the distance between teachers and students and new students. If the teacher demonstrates his own name rhythmically, and then lets the students try to introduce their own name rhythmically, the children will improve their rhythmic ability in knowing each other. Of course, rhythm games can also be added to daily teaching content, such as what is your favorite vehicle? What's your favorite animal? Choose the form of question and answer, students in the rhythmic question and answer training process, imperceptibly improve their rhythmic ability. In addition, combined with the reality of life, explore the rhythm of life, touch their own pulse, this teaching method children will feel very novel, in the teaching process, teachers can give full play to the role of small assistants, and encourage students to boldly say their own pulse speed, feel the charm of the rhythm [2]. The process of rhythm training is a long process, teachers should combine the development of students' own ability, and constantly change the rhythm pattern to improve the training effect.

Creation and activity is the most favorite part of students, where there are no restrictions on content and form, students can give full play to their imagination and creativity, arrange musical melodramas, choose suitable instruments for accompaniment to songs, or choreograph according to music, so as to make their thinking active. Such as the melodrama "Three Little Pigs", for the children who have just entered school, many students do not know what is a melodrama, the teacher should

reduce the performance requirements for the children, there are roles, language, can be on stage, can perform, for the students who perform on stage, stepping on the stage is a step of growth, small accumulation, is a big step forward, and for the audience watching the students, Their expectations of the performers, by the performers exaggerated performance amused the belly laugh, in the relaxed participation and appreciation, the children experience the fun of music class, this stress-free experience is very precious to them [3].

**Conclusion.** As Bruner said, "When we teach a subject, we do not want students to become a small library of the subject, but to participate in the process of acquiring knowledge. Learning is a process, not a result" [4, p. 78]. The effective teaching process of teachers and the effective learning process of students will have many benefits for students, and will help students achieve their learning goals. It will increase students' participation in the classroom, improve the quality of teacher feedback to students, and so on. For first-grade students entering primary school, teachers' effective classroom teaching strategies can not only enable students to learn something, but also enable them to obtain aesthetic experience happily and effectively improve their own music literacy. Moreover, teachers should combine the teaching practice, understand the age characteristics of students, and use a variety of teaching methods to create efficient classrooms for students.

List of references:

1. Zhou, H. Families with child fairly: Music Education Problems and Solutions / H. Zhou. – Beijing: Central Conservatory of Music Press Pub., 2010. – 218 p.
2. Li, D. Orff's music education thought and practice / D. Li, L. Xiu, A. Yin. – Shanghai: Shanghai Education Press, 2002. – 311 p.
3. Du, Y. Effective strategies for improving the efficiency of music teaching in primary schools / Y. Du // Journal of Teenagers (Educational Teaching Research). – 2018. – № 8. – P. 227–235.
4. Bruner, J. Poza dostarczone informacje / J. Bruner. – Warszawa: Wydawnictwo Naukowe PWN, 1978. – 266 p.

**TA NA, T. ORUP**

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

## **ELEMENTARY MUSIC-MAKING AS A MEANS OF DEVELOPING THE CREATIVE ACTIVITY OF YOUNGER STUDENTS IN MUSIC LESSONS**

**Introduction.** Music lessons not only help students to develop musical abilities, but also foster creativity, imagination and social skills. One of the key aspects of music lessons is elementary music-making, which is a special activity aimed at developing children's creative abilities, musical thinking and emotional sphere. In the process of elementary music-making, pupils learn to express their thoughts and feelings through music, using various means of musical expression. It involves the participation of every child, regardless of his or her abilities. Even if a child does not have a clear voice, he or she can play musical instruments, recite poems or perform rhythmic movements.

The purpose of this article is to develop the creative activity of primary school students in the process of elementary music-making at music lessons.

**Main part.** One of the main tasks of secondary education is the formation of a cultured, harmoniously developed personality. Along with this, the question arises: what should be done to make this development more effective? The answer to this question follows by itself – both education and upbringing of the child should be carried out with reliance on his life experience, in close connection with the surrounding picturesque nature.

This goal can be achieved by solving the following tasks:

- to bring up an attitude to music – to form musical needs, interests, tastes, i.e. an active position in the world of music;
- to form a system of key and private knowledge for independent orientation in the world of music;
- to form a positive emotional and conscious attitude to music on the basis of consistent mastering of musical speech in active types of musical activity, and on the basis of its perception;