

complex. The development of each level is controlled by special certification commissions. It should be noted here the tendency for the merging of professional and general music education, since the intensive development of instrumental music-making creates an artistically developed environment and unique opportunities for the spiritual development of the younger generation by means of art. Each school has two or three music teachers. Music teachers are proficient in playing the piano and the second musical instrument of their choice (often a national Chinese instrument such as the flute, arhu, or pipa) in order to perform simple music and accompany singing.

In each school, in addition to music lessons, there is a choir group (classes 2 times a week), which prepares concert programs and participates in the competition. Choir competitions are held annually. At the request of the teacher, instead of the choir, the school may have an orchestra or dance ensemble.

Since the beginning of the XXI century, the equipment of school classrooms, including music rooms, has changed significantly. The teacher's desk is fully equipped with the necessary equipment for work: a built-in computer with a monitor and a projector on the screen, a music center and a sound processing unit. The music room has a piano and other musical instruments. The teacher usually makes simple visual reinforcement of the lesson in the POWER POINT computer program. The educational-methodical complex for music includes multimedia support for the topic of the lesson, colorfully decorated textbooks, audio recording of accompaniments of songs that are played on a medium.

Summarizing the leading trends in educational policy in schools in China, the progressiveness of the general strategy, openness to European experience, constant positive modernization of the content and conditions, methodological provision of the educational process, and well-organized incentives should be noted. All this leads to the popularity of musical art, to the "fashion" for musical performance among young people, which is one of the guarantors of the development of the spiritual culture of the nation.

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PECULIARITIES OF MUSIC EDUCATION OF SCHOOL STUDENTS IN CHINA

Introduction. At various stages in the evolution of Chinese music education, beginning in the 1920s, special music educational institutions were established, the Shanghai State Conservatory and the Central State Conservatory in Beijing were formed. The Shanghai State Conservatory was founded on November 11, 1927. The Central State Conservatory in Beijing was founded in the 1940s and began operating in 1950. The Central Conservatory is the largest music institute in China. Over the years, it has established a system of continuous music education that combines all stages, from children's music school, music school to conservatory, post-graduate and doctoral studies. The Conservatory consists of eight faculties: Musicology, Composition, Conducting, Vocal and Opera, Piano, Orchestra, Music Education and Traditional Chinese Instruments. More than 200 specialty subjects are taught.

The main part. The Conservatory enjoys great prestige in the establishment of music education in China and abroad. The Conservatories pay special attention to improving the professional level of teachers, invite foreign music teachers to teach musical instruments and read music theory, and compile manuals in accordance with the requirements of traditional music education. An important factor in improving the quality of the pedagogical process in the second half of the twentieth century was the activity of representatives of Russian and Soviet musical schools working in China.

After the founding of the PRC (1949), the cultural policy of the state was aimed at strengthening the role of literature and art among the general population. The All-Chinese Association of Literature and Art and the Union of Musicians (since 1959 – the Union of Chinese Musicians) were organized in Beijing. With the help of specialists from the USSR, a system of music education was formed: conservatories, music institutes (Tianjin, Wuhan, Shenyang, Xian, Chengdu), the Institute of Chinese folk music (Beijing) and music colleges in various cities were opened. The most intensive development of the music education system falls on the time period, the chronological boundaries of which can be defined as the end of the 1970s to the beginning of the XXI century. Music education in China at that time was marked by the restoration of what had been lost during the "Cultural Revolution" (1966-1976); the introduction of elements giving education a systemic character (the stage of mobilization and development of reform plans: getting rid of chaos, restoration of respect for teachers and education, the proclamation of "three turns", late 70-90); the reform of the existing 1980-1990s educational structure; the implementation of reforms in accordance with the requirements of a market economy (1993–1998); and the deepening of the reforms in the education system.

The recovery period was connected with the resumption of the activity of educational institutions, organization of the admission of students and staff distribution, adjustment of the material and technical support of the educational process. In December 1979, a meeting of heads of higher music and pedagogical educational institutions was held in Zheng Zhou. Its participants identified four main directions of improvement of the system: development of curricula; creation of textbooks; improvement of professional level of university teachers; scientific and methodological development of problems of art education. These directions have defined the activities of the state authorities and educational institutions in the field of higher music education in China for the coming decades. This was followed by steps to implement the outlined program. In the 1980s, Chinese universities adopted an international degree system: bachelor's – master's - doctoral studies. Each university has its own admission rules. In order to be accepted into a bachelor's program at a public university, one must be at least 25 years old and have a high school diploma. In 1980, the Ministry of Education issued the "Curriculum for Music Training for Higher Education Institutions with a four-year term of study," and in 1982 similar documents were issued for universities with two- and three-year terms of study [1].

These three documents defined the goals of academic and practical training of specialists; compulsory and optional subjects; tasks and directions of scientific research; and established study terms and admission procedures for higher education institutions. An important measure to improve the quality of training was the development of the program of entrance examinations. In 1987 the profession of "music teacher" was included in the corrected by the Ministry of Education catalog of the specialties for which training was conducted in pedagogical universities.

Thus, the purpose of music education in pedagogical universities was concretized - the training of specialists to work in secondary schools. At this stage, the decision concerned teacher training for secondary schools (grades 7–9). After 1983 the Ministry of Education in accordance with the existing plan charged the teachers of music faculties of pedagogical universities to prepare the textbooks on their disciplines / subjects (piano, accordion, vocal skills, singing from the sheet, chorus, methodology, etc.). This made it possible to provide educational literature to higher education institutions. Collections of pieces are textbooks by areas of performing activity or teaching aids, grouped according to the degree of difficulty. Some institutions of higher education have developed special supplementary manuals at their own initiative. In the first textbooks on the methods of teaching music in school reflected the desire to systematize the material and scientific substantiation of the issues of pedagogical theory, but not enough attention is still paid to the developments related to the specifics of teaching children the musical disciplines of the additional cycle in the secondary school. The quality of educational and methodical literature has increased significantly in the 1990s. Higher Education Publishers publishes "Musical Textbooks Telesatellite". The Shanghai Music Publishing House in the series "Basic Music Courses" published textbooks: "Music Theory", "Exercises for the development of the ear", "Singing from the sheet". A modern form of education has been the use of television broadcasts in educational institutions via satellite, to broadcast educational and pedagogical programs. The first broadcast throughout China took place on October 1, 1986. Successfully combining the tasks of theory and practice, focused on the development of practical skills, they became full-fledged textbooks for universities, and are used in many music faculties today. An important area of state activity in the period under review was the provision of schools with certified specialists. For a long time, schools lacked music teachers. In this regard, since the beginning of the decade in the twenty-first century, all music departments of pedagogical universities began to expand the scale of

admission of students, organizing training on reduced programs. There appeared departments with two- and three-year terms of study, to increase the educational qualification of music teachers of primary and secondary schools in some pedagogical universities opened groups for adults, and at the part-time and evening departments of universities organized examinations for those engaged in musical self-education. In 1987 the Pedagogical Institute of Chinese Television opened special courses. Students who completed the vocational training program took exams and received a certificate or certificate. By the mid-1990s, the country's pedagogical and special high schools had trained so many school music teachers that the severity of the problem was greatly alleviated.

Measures to improve the educational level of applicants played a significant role in the training of music teachers of secondary schools. After 1980s the higher education institutions form a contingent of students with much higher preparation. An important factor in the selection of applicants was the restoration of entrance examinations. A system of passing grades is being introduced, so that applicants with a higher level of training get into higher education institutions. For example, in order to be admitted to the piano faculty, it is necessary to perform a program of four pieces: an étude, a polyphonic piece, a large-form piece, and a play, as well as to pass an exam on theoretical subjects. The qualitatively new starting positions of pre-university training allowed for several years to improve the professional level of teachers of musical disciplines both in schools and at music faculties.

As noted above, the most important area of development of the system of music and pedagogical education was the creation of pedagogical and methodical manuals. Already in the 1980s mass publications on the issues and problems of special higher music-pedagogical education became widespread. They were actively discussed in the various media. In 1990s, in connection with the fact that the administrative bodies of education began to pay increased attention to higher education institutions, research work in the field of music education has been significantly intensified. An important factor in the intensification was the introduction of the second half load in higher education institutions in China. All institutions of higher education set standards for the performance of research work by teachers. As a result, published articles and monographs exceed the publications of the 1980s in quantity and quality. The policy of openness has made it possible to participate in international conferences and symposia. Especially many theoretical works have been published – several dozen monographs by domestic authors and translations of foreign ones.

Statement in the document the state of the educational system as a whole also applied to the field of music teacher training. Since the late 1990's it officially enters into a period of reform. One of the main requirements for higher music education in the new conditions-training of music teachers of the XXI century. Since the 1990s, the music faculties of many pedagogical universities in China have been changing the forms and methods of teaching. The main changes are related to the computerization of teaching and the introduction of new disciplines. In this regard, it can be argued that the reform of higher music education is evolving along two main lines: mastering the computer technology and learning musical-theoretical disciplines with the help of these technologies. For example, the Music Department at Peking University introduced such disciplines as "Computer-Assisted Music Creation," "Methods of Teaching the Piano" and "Methods of Vocal Training. The music faculty of Nanjing Pedagogical University now teaches "Fundamentals of Computer Composition", Harbin Pedagogical University teaches "Music Psychology" and "Listening to Chinese and Foreign Contemporary Music", Xinan Pedagogical University teaches "Methods of Writing a Thesis on Music" and "Special English", Fujian Pedagogical University teaches "Introduction to Folk Art of Various Countries and Nations" and Zhejiang Pedagogical University teaches "Introduction to Musical Culture" [2].

The Music Institute of Shen Yang Normal University School of Music (formerly the Faculty of Music of Shen Yang Normal University) was established in 1996, however, the first admission of students was made in 1999. Due to the rapid development of the Faculty of Music, which is reflected in the increase of new specialties, in July 2000, structural changes were made and separate faculties were established in different specialties, and in June 2006 the Music Institute was officially established. For ten years the model of training of talented and professional musicians is being improved, a set of academic disciplines is being created, in connection with this intensive development of methods in theoretical disciplines and specialties.

Special institutions of a similar orientation in the Northeast District are also guided by the ideas of professional musical training, which confirms their viability. Recently, the Music Institute of Shenyang University of Education has been training full-time (undergraduate) and graduate (master's) students. The curriculum includes both general and special musical disciplines: vocal, conducting,

piano and all traditional symphony orchestra instruments, electronic musical instruments, violin group (violin, viola, cello), saxophone group, and percussion.

The process of reforming the system of music and pedagogical education is going on dynamically and is already marked by significant achievements. High results are marked by diplomas of winners of international competitions. Chinese students are trained in the best universities in Russia and Belarus. However, certain problems have emerged in the restructuring of the system. The main one, in our opinion, is related to the absolutization of the opportunities provided by the scientific and technological revolution. The computerization of the education process and new technologies provide unlimited opportunities for mastering professional and general erudition. Traditional methods, developed in educational systems over many centuries, continue to play a basic role in the formation of intellect. And one of the most important tasks of the reform is an organic combination of tradition and the most valuable experience of world music pedagogy.

The formation of the system of music education in China is carried out under the influence of foreign methods of music education, and, in particular, of the Russian music school, while forming its own unique system.

In the 21st century, my country has carried out basic education curriculum reform across the country, and has successively promulgated relevant documents, formulated music curriculum standards, determined new music curriculum concepts, and established new music curriculum overall goals. The content of music courses has also undergone a series of changes. The reform of music education has promoted the development of music education in ordinary middle schools in our country, and caused great changes in the music education curriculum of ordinary middle schools. In 2002, the Ministry of Education formed a new general high school curriculum structure and management system, and completed the drafting of general high school curriculum standards (experimental drafts) for various subjects. In March 2003, the Ministry of Education of the People's Republic of China promulgated the "General High School Curriculum Program (Experiment) " and curriculum standards for 15 disciplines. As a result, my country's basic education reform has reached a new stage. This reform plan has very Chinese characteristics and has fundamentally changed the test-oriented education in the implementation of quality education in high schools in our country.

Carry out a series of activities such as national art exhibitions for college, middle and elementary school students, the introduction of elegant art into campus, and the establishment of a school for the inheritance of Chinese excellent culture and art.

In China, the state policy for the development of education is the all-round development of students in the moral, mental, physical and aesthetic directions. The program "The order of work on art education in schools" was approved. General art education has been introduced in primary, secondary, senior educational schools, vocational schools and higher educational institutions. And also a mechanism has been developed for the development of art education in three forms: classroom, extracurricular and the development of general school cultural activities.

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POSSIBILITIES OF USING GAMIFICATION IN THE PROCESS OF LEARNING TO PLAY THE PIANO

Many children receive piano lessons from an early age, as it not only improves their musicality and enhances their extracurricular activities, but also satisfies to some extent the modern need for quality education. Piano lessons help develop their perseverance. Some children's attention span is not always sharp and their level of knowledge may vary, which can speed up or slow down the pace of lessons. Teachers need to constantly adapt teaching methods to children's needs to match their physical and mental development and stimulate learning.