

PERFORMING CULTURE OF VOCALISTS AS A QUALITY OF PROFESSIONAL HIGHER EDUCATION

Primary school music education occupies an important position in quality education, not only because it can cultivate students' sentiments and guide them to pursue goodness and beauty, but also because it can promote students' all-round development and improve their comprehensive quality. However, there are some problems in the current primary school music education, such as low teacher quality and boring classroom atmosphere, which seriously affect the interest of primary school students in learning music. In any subject, learning interest is crucial.

The main part. Music education pays more attention to interest. Only by cultivating good learning interest can we learn more efficiently. In order to stimulate and cultivate students' interest in learning music, this paper proposes a new teaching method that should take interest as the starting point in primary school music teaching, and further analyzes the situation that the classroom atmosphere in primary school music classroom is not active, students are not enthusiastic enough, and have no interest, which also forms a new cognition for primary school music teaching. Any learning requires students to have a strong interest in order to get twice the result with half the effort.

Especially in music education, special attention should be paid to the cultivation of students' interest. Therefore, in primary school music education, teachers should pay close attention to the improvement of students' interest in music class learning and pay attention to the starting point of students' interest. Therefore, cultivating primary school students' interest in learning music and recognizing its importance is of great significance to improving music education only under the condition of fully stimulating students' learning interest can students' music lessons be better taught.

As an important part of the education system, primary school music education aims to cultivate students' musical literacy, aesthetic ability and comprehensive quality through a series of music activities and teaching activities [1]. The following is a detailed discussion of primary school music education.

Definition of primary school music education: Primary school music education refers to the process of imparting basic music knowledge to students and cultivating music skills through systematic curriculum design, teaching methods and activity arrangements in the primary school stage, while improving students' musical literacy (including music perception, music performance, music creation and music appreciation) and aesthetic ability. Primary school music education is not only about teaching students specific skills such as singing and playing musical instruments. More importantly, teachers use a variety of teaching means and methods to guide students to feel the beauty of music and understand the connotation of music, thereby stimulating students' love and interest in music. It is through music education that students' aesthetic taste, innovative thinking and teamwork ability are cultivated. It is not only a part of art education, but also a key link in promoting students' all-round development [2].

Objectives of primary school music education: As an important part of basic education, primary school music education carries the important task of cultivating students' aesthetic taste, improving their musical literacy, and promoting the development of their comprehensive quality. In the context of the new era, the objectives of primary school music education are more diversified, aiming to comprehensively promote the development of students' musical ability, innovation ability, practical ability, and mental health through rich and diverse teaching activities. The realization of the objectives of primary school music education requires the careful design of teachers and the active participation of students [3]. Through clear teaching objectives, rich teaching content, diverse teaching methods, and a scientific evaluation system, we can comprehensively promote the development of students' musical literacy and comprehensive quality. In the future, with the continuous deepening of education reform and the continuous updating of music education concepts, primary school music education will usher in a broader development prospect and make greater contributions to the cultivation of new-era talents with innovative spirit and practical ability [4].

Characteristics of primary school music education.

Basic: Primary school music education is the basic stage of music education, focusing on cultivating students' music appreciation ability, music performance ability, music creation ability and basic music skills. Through music education, students can not only learn music knowledge and skills,

but also cultivate innovative thinking, teamwork ability and aesthetic taste in music activities, and improve students' comprehensive quality [5].

Comprehensiveness: Music education is not only about imparting musical skills, but also includes many aspects such as basic music knowledge, music appreciation, music performance, music creation, folk music, music history and music theory. These contents can not only help students lay a solid foundation in music, but also broaden their musical horizons and enhance their cultural literacy [6].

Enlightenment: In primary school, students' physical and mental development is rapid. Music education, as an important enlightenment education, has student-centered teaching methods and means, focusing on stimulating students' interest and enthusiasm, encouraging students to actively participate in music activities, and express their own musical ideas and emotions, which has a profound impact on students' growth.

Practicality: Primary school music education emphasizes students' practical operation. Students can appreciate various types of music works, understand the performance forms, artistic characteristics and performance techniques of music, and feel the charm of music. They can also show their musical talents and personality characteristics through performance activities such as singing, playing instruments, composing, and dancing, and learn and grow in practice. These practical activities not only help improve students' music skills, but also enhance their self – confidence and expressiveness.

The teaching methods of primary school music education are flexible and diverse, including lectures, demonstrations, practice, discussion, appreciation and other methods. Teachers can choose appropriate teaching methods based on the teaching content and the actual situation of the students to stimulate students' interest and enthusiasm in learning. At the same time, teachers also pay attention to teaching students in accordance with their aptitude and provide personalized teaching guidance based on the characteristics and needs of different students [7].

According to the level of effectiveness, passive and active interests are distinguished.

Passive interests are contemplative interests, in which a person is limited to the perception of the object of interest: for example, likes to listen to opera, experiences pleasure in the perception of paintings, but is not active to deeply cognize the object, master it and engage in creativity in the field of interest.

Active interests are the interests of action, when a person is not limited to contemplation, but acts, mastering the object of interest. Active interest – one of the drivers of personal development, the formation of knowledge and skills, abilities and character.

Interests are also distinguished by volume. This distinction does not determine the types of interest, but rather characterizes the structure of interests of the individual.

There may be people with broad, versatile and deep interests and people with broad but superficial interests. There are also people who show curiosity about everything, but glide on the surface of phenomena, not penetrating deeply into their essence, not seriously and constantly fascinated by anything one. Finally, there are people with deep, but very narrow interests. The narrowness of interests to some extent can limit the development of personality.

The most positive is the type of person who, against a background of broad multifaceted interests is a central, main interest that determines the meaning of life and the main direction of activity.

Interests are also subdivided by the degree of their stability. Stability of interest is expressed in the duration of preservation of relatively intense interest. Stable are the interests, most fully revealing the basic needs of the personality and by virtue of this becoming essential features of its psychological makeup. Stable interest is one of the evidences of motivating abilities of a person and in this respect it has a certain diagnostic value.

About stability of interest it is necessary to judge on indirect data, where essentially important is overcoming of difficulties in realization of activity which in itself direct interest does not cause, but which fulfillment is a condition of successful fulfillment of “interesting” activity of the person. Some instability of interests is an age peculiarity of senior schoolchildren. They have interests take the character of passionate, but short – term hobbies.

The most important area of the general phenomenon of “interest” is cognitive interest. Cognitive interest acquires special importance in school years. At school, the main activity becomes cognitive, aimed at studying the system of knowledge in various scientific fields, revealing the general picture of the world: the origin, development, regularities and features of the study. Cognitive interest sharpens the creative imagination, logical and emotional memory, sensory-motor activity of the

student. Interest contributes to an easier, freer, faster flow of activity. It removes fatigue, nervous tension, due to which learning becomes more fruitful.

Cognitive interest often acts as a means of learning, a means of activating cognitive activity, as an effective tool that allows the teacher to make the learning process more attractive, to highlight in it exactly those aspects that can attract the attention of students, make them excited and worried, with passion to work on the learning task. Being a subject of pedagogical research, like all pedagogical phenomena, cognitive interest appears in all its complexity and polysemousness, first of all as a goal of education, as it contributes to the acquisition of spiritual values of society. Since cognitive interest is the basis of creative abilities of the personality, there is not only mastering and appropriation, but also the creation of new spiritual values. Consequently, cognitive interest is the most important component of the all-round development of personality, expressor of its value orientations. Especially important is the fact that cognitive interest acts as the most important and valuable motive of learning, which contributes to a positive attitude of the child to school, to lessons, to the cognitive activity itself. The advantages of cognitive interest as a learning motive over all other motives are tangible, as well as its interrelation with other motives is visible. We can safely assert that cognitive interest for a schoolchild is the closest, because it is the one he is guided by in his daily practice, in the actual learning activity. In any activity a significant role is played by interest, which is a “selective orientation of a person to the phenomena of reality”.

In modern music pedagogy, the problem of developing schoolchildren's interest and love for music can be considered the most urgent. If schoolchildren have no interest and love for music, they serve their time without productive creative work, both at a music lesson and at an extracurricular musical event. And then any musical development is out of the question. At lessons and extracurricular activities, where great attention is paid to the formation of interest and love for music, schoolchildren experience a variety of feelings: the joy of independent discovery, admiration for the beauty of musical compositions, delight, surprise, etc.

How to develop and maintain children's interest in lessons at the center of school music and aesthetic education lies the development of interest and love for musical art. This poses a number of new challenging tasks for the teacher. It is necessary to bring to the consciousness of senior pupils the ideological content and artistic images of the work, to attract attention to it, interest of pupils, to perform it well.

Features of musical art, the generalization of its images, the specificity of expressive means that require for their full perception of some training and continuous attention, that is, the skills of listening to music – all this taken together also requires special work. The concept of “interest” (from Latin interest – has meaning, is important) is interpreted as follows:

- “special attention to something, the desire to get into the essence, tolerant, to understand”;
- the desire to cognize an object or phenomenon, to master this or that kind of activity;
- motivational state of cognitive nature, which, as a rule, is not directly related to any one actual need at a given time;
- “the unity of expression, manifestation of the inner essence of the subject and reflection of the objective world, the totality of material and spiritual values of human culture in the consciousness of the subject”.

Consequently, interest is a form of manifestation of cognitive need, providing the orientation of the individual to realize the purpose of his activity and contributing to familiarization with new facts, more complete and deep reflection of reality.

Psychological science has formulated different levels of development of cognitive interest of schoolchildren: curiosity, inquisitiveness, stable cognitive interest, theoretical interest.

Cognitive interest is of great importance in learning and is characterized by cognitive activity, selective focus on educational subjects, motivation, in which the main place is occupied by cognitive motives. The stages of its development coexist in the process of cognition and aesthetic mastering of reality. According to the level of awareness and effectiveness, it is customary to distinguish the following types of cognitive interest: entertainment; generalized, broad interest; private, narrow, isolated interest.

Cognitive interest is a complex mental process, acting as a selective orientation of the individual to the objects and phenomena of the surrounding reality, the tendency, desire, need to engage in this particular area of phenomena, this activity, a powerful stimulus of human activity, intensifying mental processes and activities, a special selective attitude of the individual to the world around him.

Musical interest as a kind of cognitive interest also has a social nature and is considered in an integral system of personal relations in accordance with the basic laws of social development. It is a “manifestation of individual characteristics, a specific mental process that develops in the process of activity in the system of upbringing and education”.

Cognitive interest is of great importance when teenagers master music, reflecting reality in sound artistic images. Music supplements the life experience of students with the “ordered experience” of imaginary life, without which the full development of consciousness and full activity in general are impossible.

The scientist writes that we cannot talk about any full – fledged musical development if students have no interest in what is happening at the music lesson, if the lesson is held without emotional elevation, strong emotional impressions and experiences. Purposeful formation of interest in music at music lessons and extracurricular activities causes various feelings in students: doubt in the correctness of musical evaluation, the joy of independent discovery, admiration for the depth of musical composition, surprise and delight.

Like any cognitive interest, interest in music has such levels of development as curiosity, inquisitiveness, stable cognitive interest and theoretical interest. Thus cognitive interest in music is always combined with an emotional interest in it, characterized by attention to the basic laws of musical art: the features of style, polyphony and performing means of expression. In recent years, there has been an increase in the number of adolescents who perceive musical art at the “intellectual level”.

Theoretical interest as the highest stage of development of cognitive interest in music is associated with the development of musical feelings and needs. It manifests itself in the desire to use the available knowledge and skills in practice, in music lessons, in the process of musical self-education and self – education.

Music lessons have the following possibilities in the development of musical interest of adolescents: include a variety of musical activities; form a practical interest in music, developing general and musical abilities; familiarize with the best examples of musical art, fostering the need to communicate with it. The most complete utilization of the indicated possibilities is achieved when using electronic presentation, which allows to solve the problem of developing cognitive interest in music.

Traditional ways of developing interest in music are:

- inclusion of schoolchildren in a variety of musical activities aimed at their full-fledged communication with highly artistic music in the modern conditions of widespread samples of pop culture;
- immersion of students in the world of music in its interaction with artistic images of other arts (literature, fine arts, theater and cinema);
- active participation in musical activities, including attendance at musical cultural events;
- mastering a variety of styles and genres of music.

These ways of developing musical interest in adolescents today are complemented by the wide introduction of multimedia teaching tools created with the help of modern information computer technologies (electronic presentations, manuals, textbooks, encyclopedias, etc.).

These of these means in the study of musical theory and history, as well as in the perception, creation and listening to music by students in music lessons significantly enriches the ways of cultivating their musical interest.

Conclusion. In conclusion, it is necessary to emphasize that the mastering of modern pedagogical technologies with the use of multimedia didactic means for the development of adolescents' cognitive interest in music is an actual and promising task of musical pedagogical theory and practice. This is explained, on the one hand, by the readiness and need of students of this age to communicate with computer technologies, on the other hand, by the possibilities of these technologies in terms of multimedia support of music lessons, which reveals the specificity of art lessons and enhances the cognitive interest of adolescents.

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THE ROLE OF EMOTIONAL PERCEPTION OF MUSIC IN DEVELOPING INTEREST IN PIANO AMONG PRIMARY SCHOOL CHILDREN

Music is a universal language capable of evoking a wide range of emotions and feelings. The importance of emotional perception of music in human life can hardly be overestimated, especially in childhood. For younger pupils, music is not only a source of pleasure, but also a means of self-expression, development of creative abilities and formation of personal qualities. In this context, learning to play the piano is a unique opportunity for children to immerse themselves in the world of music and develop their emotional intelligence.

Emotional perception of music plays a key role in shaping interest in musical activities. Research shows that the positive emotions that arise when listening to or performing music can significantly increase children's motivation to learn. The ability to perceive music emotionally not only contributes to the development of musical hearing, but also strengthens the connection between music and the child's personal experiences. This provides a solid foundation for further piano tuition.

An important aspect is that emotional perception of music is shaped by various factors, including cultural context, family traditions and personal preferences. Interacting with music through piano performance allows children to develop their emotional responsiveness in addition to learning technical skills. Thus, the learning process becomes not just a mechanical repetition of notes and chords, but a deep emotional practice that enriches the child's inner world.

In this article we will examine how emotional perception of music influences the development of interest in piano in primary school children. We will analyse key aspects of this process, including teaching methods, the role of teachers and parents, and the influence of the musical environment on children's emotional development. Understanding these factors will help to create more effective approaches to teaching and maintaining interest in music in the younger generation.

The purpose of this article is to investigate the influence of emotional perception of music on the development of interest in piano playing in primary school children, and to identify key factors that contribute to the development of musical motivation and creativity in the learning process.

The main part. Music plays an important role in the development of a child's personality, especially in primary school, when basic interests and hobbies are formed. Emotional perception of music can significantly influence children's motivation to learn musical instruments such as piano. In this paper, we aim to investigate how emotions evoked by music can shape interest in piano playing and what factors contribute to the development of musical motivation and creativity in primary school children.

1. Emotional perception of music. The emotions that music evokes are a powerful tool for influencing the child's psyche and play an important role in the child's emotional and cognitive development. Music has the unique ability to evoke a wide range of emotions, including joy, sadness, elation, nostalgia and even anxiety. These emotional reactions to music can significantly influence a child's internal state and perception of the world around them. For example, joyful and uplifting melodies can evoke feelings of happiness and inspiration in children, while more melancholic or sad songs can encourage reflection and self-reflection.

These emotions not only enrich a child's inner world, but also serve as catalysts for developing an interest in learning to play the piano. When a child experiences positive emotions associated with listening to music, this can lead him or her to want to play melodies independently. They begin to associate playing an instrument with pleasant feelings and joy, which in turn increases their motivation