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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

to learn. Children who experience an emotional connection to music often show more interest in lessons, and are eager to learn and develop in this area.

In addition, experiencing music emotionally can foster creativity. As children become aware of how music can reflect their feelings and experiences, they become more open to experimenting with their own musical expression. This can manifest itself in improvisation, creating their own melodies or interpreting well-known pieces. Thus, music becomes not only a means of self-expression, but also a tool for deep understanding of one's own emotions.

It is important to note that the influence of music on children's emotions can also be related to the context in which they perceive it. For example, listening to music with family or friends can create additional positive associations. Interaction with others during musical activities strengthens the emotional connection with music and fosters a sustained interest in piano playing.

Emotional perception of music is a key aspect in developing children's interest in playing piano. Understanding this factor can help teachers and parents to create a more effective learning environment that takes into account the emotional needs and interests of the child. Ultimately, music becomes not only a source of pleasure, but also an important element in the child's personal development process, contributing to the child's emotional and creative growth.

2. Developing interest in playing the piano. Developing an interest in piano playing in primary school children is an important process that requires careful attention and understanding of the age group. At this age, children have a high degree of curiosity and openness to new experiences, which creates favourable conditions for the development of musical skills. The key factor in attracting their attention to piano playing is to create a positive and inspiring atmosphere where music becomes an integral part of their lives.

One effective way to generate interest is to use a variety of musical material. Primary school children are often fascinated by popular tunes, animated soundtracks and children's songs. Incorporating such pieces into the learning process helps them to see the connection between playing an instrument and their favorite musical moments. In addition, using visual and interactive elements such as colorful sheet music or game apps can make learning more engaging and accessible.

It is also important to consider the emotional component of the learning process. Music has a powerful ability to evoke emotions, and creating a positive emotional context can greatly increase a child's interest in piano. Teachers and parents can organize joint music lessons where children can share their impressions of music, discuss their feelings and even improvise. This not only strengthens the emotional connection with music, but also promotes creative thinking.

Equally important is the support and encouragement of parents and teachers. Recognizing a child's achievements, even the smallest ones, gives them confidence in their abilities and a desire to continue practicing. Participation in concerts, competitions or just family music evenings can be an additional incentive for developing an interest in piano playing. This allows children to see the results of their work and feel the joy of making music together.

Children can develop an interest in playing the piano through a variety of factors:

- family environment (parental support and encouragement play a key role in fostering interest in music);
- educational programmers (innovative teaching methods that incorporate elements of play and emotional involvement can significantly increase children's motivation);
- social interaction (participation in music groups or ensembles helps develop social skills and reinforces interest in music).

Thus, fostering interest in piano playing in primary school children is a multifaceted process that involves using a variety of musical material, creating a positive emotional atmosphere and support from adults. It is important to remember that each child is unique, and the approach to teaching should be individual, which will help to reveal his/her potential and instill a lifelong love of music [1].

3. Musical motivation and creativity. Musical motivation and creativity in primary school children play a key role in their overall development and identity. At this age, children are highly receptive and open to new ideas, which makes them particularly receptive to musical learning. Music not only develops their ear and sense of rhythm, but also fosters creativity, emotional intelligence and social skills.

One of the main factors contributing to musical motivation is the creation of a positive and inspiring atmosphere. Children perceive learning better when it is playful and related to their interests. The use of popular tunes, animated soundtracks and simple songs can significantly increase interest

in music lessons. It is important that the learning process is not only informative but also fun, so that children enjoy learning new skills.

Children's creative abilities are also actively developed through music. Improvisation, composing their own melodies or lyrics allows the child to express their feelings and thoughts, which contributes to the development of their individuality. Music classes can be a platform for self-expression, where children learn not only to play an instrument, but also to understand how music can convey emotions and ideas. This builds their self-confidence and a desire to experiment.

In addition, musical motivation has a positive impact on children's social skills. Practicing music together, participating in ensembles or choirs helps to develop team spirit and the ability to work in a group. Children learn to listen to each other, find compromises and support each other in the creative process. Such interactions not only strengthen friendship ties, but also form respect for the opinion of others [2, p. 47].

The development of musical motivation in children is related to several aspects:

- personal preferences (taking into account children's individual interests, teachers can select repertoire that will resonate emotionally with them);
- creative self-expression (giving children the opportunity to create their own pieces of music fosters creativity and self-confidence);
- emotional connection to music (establishing an emotional connection between the child and music helps deepen their interest in learning).

Musical motivation and creativity in primary school children are interrelated and complementary. Creating an inspiring learning atmosphere, using interesting musical material and developing skills of self-expression through music contribute to the harmonious development of the child. These elements help not only to reveal creative potential, but also form a lifelong love for music.

Conclusion. Thus, the study of the influence of emotional perception of music on the formation of interest in playing piano in primary school children emphasizes the importance of the emotional component in musical learning. The emotions that music evokes can significantly increase children's motivation and deepen their passion for playing an instrument. This study shows that music lessons not only develop technical skills, but also contribute to children's emotional intelligence and creativity.

The key factors contributing to the development of musical motivation and creativity are the creation of a positive and inspiring educational environment, the use of a diverse musical repertoire, and opportunities for self-expression and team interaction. A positive atmosphere in music lessons makes children feel comfortable and confident, which in turn contributes to their desire to learn and develop.

The variety of musical repertoire plays an important role in retaining children's interest. Incorporating different styles and genres of music helps children to explore new horizons and find those musical movements that really resonate with them emotionally. This can range from classical music to contemporary compositions that resonate with their personal interests and preferences.

In addition, opportunities to express themselves and interact with other children in the learning process create a sense of community and support. When children can share their progress, discuss music and work on collaborative projects, it not only reinforces their interest in music but also develops social skills.

It is important to consider these aspects when designing teaching methods to not only develop technical skills, but also to develop a lifelong love and desire for music. Music becomes not just a subject of study, but an important part of a child's life, contributing to their all-round development and emotional well-being. Thus, integrating the emotional perception of music into the educational process can significantly change the approach to music learning and make it more effective and inspiring for children.

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