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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF ARTISTIC ABILITIES OF PRIMARY SCHOOL CHILDREN IN VOCAL LESSONS

The article is devoted to the problem of forming artistic abilities of primary school children. The purpose of the work is to highlight the pedagogical conditions for the formation of artistic abilities of primary school children in vocal lessons. To achieve this goal, a set of methods was used, including general scientific methods (analysis, synthesis, generalization, systematization), which were used to clarify the state of development of the problem and specific scientific methods (terminological analysis and interpretation, which helped to clarify the key concept of the study; comparative and systematic analysis, which made it possible to characterize the features and feasibility of the proposed pedagogical conditions).

The paper considers the concept of «pedagogical condition» and proposes the definition of «pedagogical condition in vocal lessons», which implies organized and structured circumstances, methods, techniques aimed at creating an optimal environment for the training and development of vocal, technical and creative (artistic) skills of children.

The study presents three pedagogical conditions that ensure the formation of artistic abilities of primary school children in vocal lessons. The peculiarities of the first pedagogical condition are revealed – involvement of children in game activities in vocal lessons, which increases the effectiveness of learning, promotes the comprehensive development of children, develops vocal skills, emotional expressiveness. The introduction of an interactive multimedia space, which is the second pedagogical condition, correlates with innovative methods and multimedia tools that contribute to the accurate analysis of vocal data. The third pedagogical condition, the creation of a creative environment, involves the organization of creative workshops, a favorable psychological climate, and the integration of the arts.

Key words: condition, pedagogical condition, artistic abilities, primary school children, vocal lessons, music.

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ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ АРТИСТИЧНИХ ЗДІБНОСТЕЙ ДІТЕЙ МОЛОДШОГО ШКІЛЬНОГО ВІКУ НА ЗАНЯТТЯХ З ВОКАЛУ

Стаття присвячена проблемі формування артистичних здібностей дітей молодшого шкільного віку. Мета роботи висвітлює педагогічні умови формування артистичних здібностей дітей молодшого шкільного віку на заняттях з вокалу. Для досягнення поставленої мети використано комплекс методів, зокрема загальнонаукові (аналіз, синтез, узагальнення, систематизація), які застосовувалися з метою з'ясування стану розробленості проблеми та конкретно-наукові (термінологічний аналіз та інтерпретація, завдяки яким з'ясовано ключове поняття дослідження; порівняльно-зіставний та системний аналіз, що надали можливість охарактеризувати особливості та доцільність запропонованих педагогічних умов).

У роботі розглянуто поняття «педагогічна умова» та запропоновано дефініцію «педагогічна умова на заняттях з вокалу», яка передбачає організовані і структуровані обставини, методи, прийоми, спрямовані на створення оптимального середовища для навчання та розвитку вокально-технічних та творчих (артистичних) навичок дітей.

У дослідженні представлено три педагогічні умови, які забезпечують формування артистичних здібностей дітей молодшого шкільного віку на заняттях з вокалу. Розкрито особливості першої педагогічної умови – залучення дітей до ігрової діяльності на заняттях з вокалу, яка підвищує ефективність навчання, сприяє всебічному розвитку дітей, розвиває вокальні навички, емоційну виразність. Впровадження інтерактивно-мультимедійного простору, що виступає другою педагогічною умовою, корелюється із інноваційними методиками та мультимедійними засобами, які сприяють точному аналізу вокальних даних. Третя педагогічна умова – створення креативного середовища передбачає організацію творчих майстер-класів, сприятливий психологічний клімат, а також інтеграцію мистецтв.

Ключові слова: умова, педагогічна умова, артистичні здібності, діти молодшого шкільного віку, заняття з вокалу, музика.

Relevance of the research topic. In today's society, where information technology is developing rapidly and the demands for individual creative self-realization are becoming increasingly high, it is especially important to develop artistic abilities in children from an early age. Primary school age is a key period for developing basic skills, including creative ones. An important place in the artistic and aesthetic education of children is occupied by vocal lessons, which not only contribute to the development of musical abilities, but also form stage confidence and emotional expressiveness.

That is why it is important to substantiate the pedagogical conditions that ensure the effective formation of artistic abilities of primary school children in vocal lessons. Since the latter play a special role in the educational process of children and increase the efficiency and quality of learning.

Analysis of research and publications. The works of domestic scholars who address the problem of creative (M. Lukianchuk) and artistic abilities (I. Tkachenko) are of great value for understanding the phenomenon under study. Artistic skills in music lessons have become the object of scientific research by T. Olynets. The works of Chinese scholars focusing on aesthetic culture (Liang Ji) and artistic abilities of junior schoolchildren in music lessons (Zhen Wei) are gaining importance. Some aspects of pedagogical conditions are detailed by N. Stefina. However, given the small number of works that focus on related issues to the proposed study, it is relevant to consider the problem of pedagogical conditions for the formation of artistic abilities of primary school children in vocal lessons.

The purpose of the study. To highlight the pedagogical conditions for the formation of artistic abilities of primary school children in vocal lessons.

The research methodology is based on general scientific methods, in particular, analysis, synthesis, generalization, and systematization, which were used to develop the problem. A separate spectrum is made up of specific scientific methods, in particular: terminological analysis and interpretation, which allowed to clarify the concept of «pedagogical condition» and provide its own interpretation. In order to outline the features and feasibility of the proposed pedagogical conditions, comparative and systematic analysis was used.

Presenting main material. In order to develop the artistic abilities of primary school children, it is important to outline and substantiate pedagogical conditions that can be used in the practice of vocal lessons. However, before we proceed to their consideration, we consider it important to directly address the interpretation of this concept.

Based on the application of terminological analysis and interpretation, we have established that the term «condition» is defined as a circumstance that affects certain events and means a situation in which a particular action takes place. By a condition we mean a set of measures necessary to achieve a certain goal. The latter include external characteristics of techniques, methods, forms aimed at interaction with participants in the educational process (Стефіна, 2017: 136).

We have found that the term «condition» is the object of scientific research by domestic scientists. The condition is a factor that influences the course of the educational process and is a set of pedagogical measures aimed at improving the efficiency of the educational process. Ukrainian scientist H. Padalka distinguishes pedagogical conditions of art education. Under the latter, the researcher uses the term «condition» to describe purposeful or specially created learning situations in the artistic sphere (Падалка, 2008: 164).

Summarizing scientific research (Zheng Wei, Lian Ji), we found out that a pedagogical condition is a set of circumstances, factors, methods and techniques that are created to ensure optimal conditions for the successful learning and development of students. Pedagogical conditions are characterized by a variety of pedagogical strategies, teaching methods, organizational aspects of the educational process, as well as conditions of communication and interaction. It is argued that pedagogical conditions may include the creation of a favorable learning environment, the use of various teaching methods and organizational forms of work, support and motivation of students, as well as the involvement of external resources and partners in the educational process (Чжен Вей, 2023: 89; Ліан Цзі, 2023: 85).

It should be noted that the formation of artistic abilities of primary school children in vocal lessons directly depends on pedagogical conditions. That is why we provide our own interpretation of the pedagogical conditions in vocal lessons, by which we mean a system of specially organized and structured circumstances, methods and techniques aimed at creating an optimal environment for the learning and development of children's vocal, technical and creative (artistic) skills.

We have identified the main aspects of pedagogical conditions in vocal lessons, namely: organization of the educational process (planning of lessons, allocation of time to different stages of learning, use of various exercises and tasks for the development of vocal skills), creation of a favorable learning environment (creating an atmosphere of trust and support that promotes the free expression of students' vocal abilities), use of effective methods

and techniques (inclusion of various teaching methods), etc. Pedagogical conditions in vocal classes contribute to the development of children's technical and musical skills, help them achieve a high level of skill and expressiveness in performing vocal works, and form artistic abilities that are an integral part of a vocalist. At the same time, an important component of pedagogical conditions is the creation of a motivational environment that encourages primary school children to actively participate in the educational process and develop their vocal skills (Ткаченко, 2023: 147).

Based on the analysis and generalization, we can state that the formation of artistic abilities of primary school children in vocal lessons requires the introduction and implementation of special pedagogical conditions, namely:

- involvement of children in game activities in vocal lessons;
- introduction of interactive and multimedia space;
- creating a creative environment conducive to the development of artistic abilities of primary school children.

For the purpose of a fundamental consideration of the problem of our study, it is important to outline in more detail each of the pedagogical conditions we have proposed. Thus, the first pedagogical condition – involvement of children in playful activities in vocal lessons – is a key factor in the formation and development of children's musical and artistic abilities. We argue that playing in vocal lessons for primary school children is extremely important, as it creates a stimulating, motivating, rich environment that promotes productive learning. Thus, in the process of playing, children are able to experiment with their own voice, as well as to control their breathing, work on articulation and intonation. Such actions help develop singing technique and improve musical skills. In addition, the game opens up space for children's creativity and self-expression, as primary school children have the opportunity to vary with different musical ideas, create their own vocalizations and interpret them. Moreover, in vocal lessons, play is an important tool and a special way to help children understand the meaning of a song (Ткаченко, 2022: 105).

Along with the game, interactive activities play a significant role, helping to concentrate children's attention and interest in the process of learning vocals. As a result, the second pedagogical condition – the introduction of interactive multimedia space – plays an important role in the formation of artistic abilities of primary school children, in particular in vocal lessons.

The expediency of introducing this pedagogical condition is explained by the fact that today modern technologies are rapidly changing our world, and education is no exception. One of the innovations that can significantly increase the effectiveness of learning is the introduction of an interactive multimedia space. In the context of vocal lessons with primary school children, such a pedagogical condition contributes to the development of not only artistic abilities, but also the creative potential of children, and increases motivation to practice singing (Олинець, 2020: 141).

We argue that interactive multimedia technologies can turn ordinary classes into an exciting process that engages children and keeps their attention. Vivid visuals, animations, and interactive tasks make learning more productive. Thus, given the interactive multimedia space, primary school children have the opportunity to interact with screens, play music and vocal games, and perform interactive exercises that help to form and develop both the technical side of vocal skills and the artistic component.

At the same time, taking into account the interactive and multimedia aspect in order to develop the artistic abilities of primary school children in vocal lessons allows you to quickly adapt teaching materials to the individual needs of each child. Using special programs, the teacher can create individual tasks and exercises that correspond to the level of training and characteristics of children (Wilson, 2022: 98).

The formation of artistic abilities of primary school children in vocal lessons is correlated with the third pedagogical condition, namely the creation of a creative environment conducive to the development of artistic abilities of primary school children. We attribute the consideration of the latter to the fact that modern education increasingly includes creative and innovative aspects, which is especially important in the field of art. Creating a creative environment is a key factor in shaping the artistic abilities of primary school children. After all, the latter provides an opportunity to identify and develop children's natural talents. Performing creative tasks, such as vocal improvisation, creating their own works and participating in stage performances, develops the artistic abilities of primary school children. Moreover, the organization of creative workshops and projects where children have the opportunity to work together on vocal pieces helps to develop their imagination and creativity. Participation in such events helps children learn to cooperate, develops their communication skills and ability to work in a team, and gives young singers the opportunity to experience the pleasure of creating music with others, which is an important aspect of their artistic development (Paterson, 2020: 5).

Highlighting the features of the third pedagogical condition, it is worth noting that the latter is impossible without a favorable psychological climate. It is important that primary school children feel comfortable and confident in vocal lessons. As a result, teachers should create an atmosphere of support and encouragement, where every child has the opportunity to freely express their ideas and feelings.

We would like to emphasize that one of the most effective ways to create a creative environment is to integrate different types of art. Combining music with dance, theater, and visual arts allows children to broaden their creative horizons and develop comprehensive artistic abilities. For example, the participation of junior schoolchildren in musical and theatrical productions helps to develop stage confidence, emotional expression and acting skills, while the integration of choreography into vocal lessons provides primary school children not only with stage confidence, but also emphasizes performances with dance plasticity and body grace (Лук'янчук, 2016: 86).

Thus, the pedagogical conditions we have considered are a specific artistic and pedagogical complex that are focused on solving not only the problem of forming the artistic abilities of primary school children in vocal lessons, but also on developing the technical side and the aesthetic outlook of children in general. Thus, the creation of appropriate conditions for junior schoolchildren and teachers will contribute to the awareness of vocal activity, as well as the formation of a spiritually enriched educational process.

Conclusion. Based on the application of general scientific and specific scientific research methods,

the pedagogical conditions for the formation of artistic abilities of primary school children in vocal lessons are highlighted. Based on the analysis of the interpretations of the key concept of the study, the author presents her own definition, in particular, the pedagogical condition in vocal lessons is a system of specially organized and structured circumstances, methods and techniques aimed at creating an optimal environment for the training and development of vocal, technical and creative (artistic) skills of children.

It has been proved that the formation of artistic abilities of primary school children in vocal lessons depends on such pedagogical conditions as involving children in game activities in vocal lessons, introducing interactive multimedia space and creating a creative environment conducive to the development of artistic abilities of primary school children. The first pedagogical condition has been found to increase the effectiveness of learning, promote the comprehensive development of children, and develop vocal skills and emotional expressiveness. Instead, the second pedagogical condition creates a favorable environment for the development of both technical and creative potential of children, as innovative methods provide dynamic and interactive learning. Interactive technologies increase the motivation and interest of primary school children, and visualization and audio analytics facilitate accurate analysis of vocal data, which helps to correct mistakes and improve performance techniques in time. The last, third, pedagogical condition is a multifaceted process that includes the organization of interactive technologies, creative workshops, a favorable psychological climate, and the integration of the arts.

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