

Music Rhythmic Development of Primary Schoolchildren in the Conditions of the Mountain School

In this article, the authors raise the problem of using percussive rhythmic tools at music lessons of primary school. The results of this experimental research and the study of advanced experience of Baltic schools convinced the importance of determining the place of collective music making in the system of music classes, creating the appropriate pedagogical and didactic conditions for the organization of the educational process, introducing a systematic approach (phase-phase sequence) to the development of musical and practical activity of primary school pupils. Elementary music making provides the involvement in the practical music making of all the children at the lesson, even with partial disabilities or violations of auditory and vocal coordination, promotes awareness of schoolchildren of their forces, positively affects creativity, helps their aesthetic growth. An important factor in determining the conditions is the optimal combination of playing musical instruments with singing. It is the «foundation» of working with musical instruments should be a sonorous song melody. Such a condition ensures the completeness of a lesson structure and multiplies the types of children's musical creativity, forms their sense of executive autonomy, concentration and self-control.

The usage of didactic principles of the development of independent creative activity, the organization of the system of work using percussive rhythmic tools at lessons, the substantiation of pedagogical factors of the development of independence, create an atmosphere of creativity and provide realization of compensation for children with insufficient vocal and singing ability.

The use of musical instruments makes it possible for the teacher to engage all the children without any exception in the practical performance, notwithstanding the low level of vocal and auditory abilities of some class students. The use of rhythmic instrumentation should be implemented in the practice of educational classes at school, through continuous systematic work. Only then the teaching process can become effective and bring the desired results.

The whole process of formation of individual skills complex of elemental rhythmic tools operation is composed of five stages. At the initial stage they are built on the principles of didactic sequence of study material complication with the progressive increasing of tasks (first stages). At the second stage the main functions of individual music rhythmic activity formation are realized (three stages).

During the first phase of the initial stage of the individual musical-practical activity primary school pupils are offered tasks based on the material that promotes individual development of rhythmical sense by means of auditory control.

Thus, the aim of the development of voice and movement functions coordination for the first-year pupils is stated.

Creation of problematic educational situations provided by organizational, didactic and pedagogic conditions contributes to formation and development of the strong rhythmical base of primary school pupils. Educational process is effective only when it is performed by means of long-lasting, sequent and systematic work at all periods of its fulfilling, in different situations of educational process, with the help of different methods and organizational educational forms. The greatest effectiveness in the creation of music-rhythmical base is predicted by the following conditions: pupil's basic knowledge, his/her practical skills; ability of individual arrangement in the logical sequence aimed at its rational fulfilling; pupil's ability to find some proving material in case the differential approach to individual music abilities of each pupil is used.