

ABSTRACTS

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SCIENTIFIC AND PEDAGOGICAL SOLVING OF THE ISSUES OF FORMING INTEREST IN MUSIC

The article is devoted to the issue of determining objective features of school pupils' interest in music and methodologies of its forming.

In the article the essence of interest is examined and scientific views about it of philosophers, psychologists, and teachers are summarized.

The author considers that this problem is topical, difficult, and yet insufficiently studied. This is explained primarily by the fact that with age learners develop a whole complex of contradictory interests in music. In this connection quite important is the substantiation of the essence of those interests and developing methods able to form such interests in practical work of teachers.

Generalization of research of both the author and other scientists prove that the interest in music is the focus of interdependent physiological processes, which are based on: characteristics of school pupils, their knowledge, natural curiosity, and the need for aesthetic experiences. On the basis of research, the author argues the importance of personal factor in developing interest in music (knowledge that contributes to understanding musical material), of musical ear (directs attention and imagination), of the ability to perceive musical material (which is associated with attention, imagination, feelings), of memory (which promotes the ability to think) and the activities of school pupils.

In conclusion, the article argues that the methodology of developing school pupils' interest in music should be based on interdependence of marked psychophysiological factors and on group and collective forms of pupils' work.

Key words: interest, education, emotions, feelings, consciousness.