

## FOLK MUSIC AT RHYTHMICS LESSONS AS A MEANS FOR PERSONALITY DEVELOPMENT OF SCHOOLCHILDREN

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### Аннотация

Мақалада мектептегі ритмика сабақтарында музыка мен бидің өзара байланысы қарастырылған. Музыка оқушылардың психоэмоционалдық жағдайына жақсы әсер ету тәсілі ретінде ашылды, ол полимәдениетті және эстетикалық талғамды дамытуға негіз қалыптастырады. Жұмыста зейін дамытатын, шығармашылық қиялды дамытатын, белсенділік пен жұмысқа қабілеттілікті арттыратын халық музыкасын тыңдау процесі көрсетілген. Халық музыкасымен қатар жұмыста хореография өнері ұсынылған.

**Түйінді сөздер:** халық музыкасы, хореография, ритмика сабағы, тұлғаны қалыптастыру, шығармашылық даму.

### Аннотация

В статье рассмотрена взаимосвязь музыки и танца на уроках ритмики в школе. Раскрыто значение музыки как способа положительного воздействия на психоэмоциональное состояние школьника, формирующего основу для развития поликультурности и эстетического вкуса. Представлен процесс слушания народной музыки, который концентрирует внимание, развивает творческое воображение, повышает активность и работоспособность. Наряду с народной музыкой в работе представлено искусство хореографии.

**Ключевые слова:** народная музыка, хореография, урок ритмики, формирование личности, творческое развитие.

### Abstract

The article reveals the interrelation of music and dance at rhythmics lessons at school. The value of music is considered as a way of positive influence on pupils' psychoemotional condition that forms the basis for development of multiculturalism and aesthetic taste. The process of listening to folk music concentrates attention, develops creative imagination, increases activity and working efficiency. The article presents choreography art along with folk music.

**Keywords:** folk music, choreography, rhythmics lesson, development of personality, creative development.

At the present stage of changes in the educational process in the Republic of Kazakhstan the emphasis is given to development of the person as a personality. In this regard it is important not only to reveal skills and abilities of each person but also to set a vector and a way of personal development promoting formation of the subsequent new generation according to modern cultural traditions and values. In the context of updating of the content of education the special attention is given to the process of development of child personality, creation of conditions for development of creative personal potential of students.

Kazakhstan school should become the major component of moral development of the personality of Kazakhstan citizen; the centre of not only intellectual, but also civil, spiritual, cultural life of students. According to the law of the Republic of Kazakhstan "citizens of RK should keep historical and cultural heritage, protect cultural and historical monuments, respect the language, culture, customs, traditions of Kazakh people and other people of Kazakhstan" [1]. The polyethnic structure of Kazakhstan population promotes realisation of such direction of the educational system as Kazakhstani patriotism education which is carried out through knowledge of national, ethnocultural traditions and customs, teaching native language, and inculcating respect for the historical past of the people.

It is important to take into account that for living in the modern diverse society a person should understand: he in certain degree is individual; there are no identical people, and all of us are different. In this regard it is necessary since childhood along with basic knowledge to

cultivate qualities which would allow child to be integrated into the "world" of national culture, and modern civilisation. The polycultural pedagogics draws special attention to the most essential problems and among them are: development of processes of globalisation in the modern world, growth of religious, ethnic conflicts, problems of terrorism, etc. The goals of such education are: to develop the personality ready to active creative activity in the multicultural environment, able peacefully to co-exist with people of different nationalities, religions and social strata. It should be noted that the basis of polycultural education is tolerance. In the psychology-pedagogical context tolerance means familiarising of the younger generation with the art to live in the world of different people and ideas.

Music comes as one of the important means of education, as well as polycultural development of a person. It transfers and reproduces the world around in sounds and sound images, acquaints with spiritual traditions of people living in our multinational state, forms the basis for development of multiculturalism and aesthetic taste.

It is known that a child acquires moral – aesthetic values best of all in creative activity as it reflects his world outlook, his understanding of good and harm, justice, love. The desire to create expands possibilities of familiarising child with universal values. Therefore lessons of the aesthetic cycle in this direction have high potential.

As for choreography, it is an important art in creative and aesthetic development of personality. Dance classes allow person to develop not only creatively; they promote spiritual and physical development, develop plasticity and inner world [2, p.14]. Since ancient times the features of character of the nation were expressed in dance. With the help of plastic movements and the body language people could communicate, expressing the certain semantic content of their thoughts. By means of dance some feelings and emotions were expressed, and person's desires and thoughts were transferred. In a word, dance took a special place in culture and life of people. People addressed to dance, as well as music or a song in various life situations (at holidays, rest, for entertainment). These two art forms are very closely bound, and frequently music dominates and subordinates dance through musical genres and forms.

Taking into account the article of the First President of the Republic of Kazakhstan N.A.Nazarbaev "Looking into future: modernisation of public consciousness" we are convinced that the major feature of patriotism is special relation to the native land, its culture, customs, traditions [3]. In this regard at rhythmic lessons it is necessary to use such folk music as ceremonial songs which represent the oldest and most extensive layer of national culture, the rural and city folklore allowing students to learn and study culture and traditions of people.

The feature of rhythmic lessons is in the possibility of studying theoretical knowledge on the basis of music of different styles and genres, to combine learning theoretical material with folklore creativity and pieces of composers in the national style. The purpose of such lessons is to show schoolchildren the variety of the world, to teach children not to be afraid to be different from others, and at the same time to teach to respect other people, to show how variety can make their life richer, more attractive, and more interesting. At the same time rhythmic lessons by means of folk music purposefully solve problems on studying of the basic means of musical expressiveness, development of rhythmic representations, music characteristics.

Musicality development is one of the goals of rhythmic lessons. Musicality is shown in each individual in different ways:

- good musical memory;
- emotional response to music;
- fine musical ear;
- lack of musical ear, but very deep understanding of musical images.

But the main sign of musicality of person is an emotional response and ability to empathize and to perceive musical images.

For children's perception folk music is easy enough, it has rich emotional colouring, gives various feelings. Therefore at rhythmic lessons it is necessary to use national melodies which are available, clear and consequently attractive. They are easily remembered, could be performed by children independently, so it means they promote their thinking, memory, imagination, and also influence their emotions, behaviour, etc.

In the case of planning rhythmic classes it is necessary to consider four main directions without which it is impossible to reach music "soundings" in movement:

1) development of perception of musical art through comprehension of its dramaturgy, development of children's ability to feel music, to transfer the style of a piece of a certain epoch in gestures, movements;

2) formation of spatial orientations, development of spatial thinking and imagination;

3) perfection of skills of the basic movements (various kinds of running, walking, jumps, hands movements, etc.), their performance to music in different musical sizes – simple, complex, variable;

4) teaching elements of national, historical, ball dances; performance of creative tasks, with the use of familiar dancing "pas", precisely selecting gesture plasticity according to piece of music.

The program content of discipline "Rhythmics" leads pupils to feeling the harmonious unity of their movements with music that promotes active development of creative imagination. Music is much more brightly and more emotionally perceived thanks to close interrelation of acoustical senses with muscular ones. The musical impressions while moving to music at rhythmic lessons (through connection of musical memory and muscular memory) remain for life.

While planning a lesson it is necessary to remember that the main goal of teacher is to introduce children to the wonderful world of music and dance, to promote their aesthetic development.

It is important to plan a lesson in such a way when one activity changes another one. In this case a lesson could be divided into five parts: I part (5 minutes) – warming-up, movement exercises to music (march, run with various tasks, jumps, gallop, etc.); II part (7-10 minutes) – a complex of rhythmic gymnastics where the introduction to folklore musical compositions of great composers takes place; III part (7-10 minutes) – musical etudes, musical-rhythmic games focused on development of creative abilities; IV part (5-7 minutes) – conducting, work on conductor's gesture; V part (7-10 minutes) – dancing compositions where folklore is the key point.

For pupils of primary classes in case of learning of etudes and educational compositions it is recommended to use Kazakh national songs, kui, and also music of composer E.Brusilovsky and other composers who make adaptations of Kazakh national songs. Also the use of musical pieces of great classical composers as P.Chaikovsky, R.Shuman, G.Sviridov, M.Glinka who often referred to folklore will help pupils join the world of folk music. The use of the musical compositions of such modern groups in Kazakhstan as "Ulytau", "Turan", "Adai" and also ethnic musical creative works of Russia and CIS groups are of great importance.

The creation of atmosphere of engagement and interest also should be taken into account at lessons. In this regard the most helpful means are good selection of prosaic pieces and verses, illustrations, conducting discussions about composers, history of creation of the studied dances. Rhythmic classes will be useful and interesting to children only if teacher remembers that music is not the background for performed movements, but the main thing in communication with a child.

All the work at lessons of rhythmic is the very basis without which professional development of pupils is impossible. Rhythmic and dancing exercises promote correct physical development of children, have health-improving importance, train activity, confidence, initiative. Learning national traditions and customs promote their interest to folklore.

Meanwhile national songs and dances are of great importance as they allow developing such personal qualities necessary for pupils – kindness, responsiveness, tenderness, justice. Folk music is the basis of patriotic education of children that promotes their love to the country, national peculiarities, develops self-respect.

Thus, the use of folk music at rhythmic lessons plays a great role in education and development of children, preservation of national culture, enhancement of knowledge in the field of music. Folk music comprises all the complex of spiritual essence of national life, world perception and an aesthetic ideal of the nation, its ethical norms, and consequently it is an important and necessary basis for education of the younger generation and development of cultural values.

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### БІЛІМ БЕРУ ҮРДІСІНДЕ БАСТАУЫШ МЕКТЕП ОҚУШЫЛАРЫНА СЫН ТҰРҒЫСЫНАН ОЙЛАУҒА ҮЙРЕТУ

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#### Аннотация

Бұл мақалада бастауыш мектеп оқушыларының сыни ойлауды үйретудің шарттары және кезеңдері, білім беру үрдісінде бастауыш мектеп оқушыларының сыни ойлауды үйретудің әдіс тәсілдері көрсетілген. Бастауыш мектеп оқушыларының сыни ойлауын үйрету барысындағы оқушыларда қалыптасатын дағдылар сипатталған.

**Түйінді сөз:** сыни ойлау, үйрету, бастауыш сынып оқушылары, дағды, мұғалім.

#### Аннотация

В данной статье изложены условия и этапы обучения младших школьников критическому мышлению, методы критического мышления младших школьников в образовательном процессе. Описываются навыки, которые формируются у учащихся при обучении критическому мышлению младших школьников.

**Ключевые слова:** критическое мышление, обучение, ученики начальных классов, навыки, учитель.

#### Abstract

This article describes the conditions and stages of teaching critical thinking of elementary school pupils, methods of critical thinking of elementary school pupils in the educational process. It describes the skills that are formed in students when teaching critical thinking of elementary school pupils.

**Keywords:** critical thinking, learning, elementary school pupils, skills, teacher.

Қазіргі заманауи мектептердің ең басты міндеті – өзіндік көзқарасын қалыптастыра алатын және мақсат қоя білетін және оған жетудің тиімді жолдарын таба алатын, ойлауға қабілетті, іштей еркін тұлғаны тәрбиелеу. Мәселені шешудің оңтайлы тәсілі-оқушылардың сыни ойлауын дамыту. Сыни тұрғыдан ойлау проблемаларды көре білуді, стандартты емес шешімдерді табуға дайын болуды, өзінің интеллектуалды белсенділігін көрсете білуді, өз әрекеттерін талдауды және жіберілген қателіктерді анықтауды қамтиды.