

# BUNIN YELETS STATE UNIVERSITY

«APPROVED»

Director of the Institute of Culture, History  
and Law \_\_\_\_\_ Л.А. Karpacheva/



## **THE WORK PROGRAMME OF THE DISCIPLINE** **B1.C.05.01 METHODS OF MUSICAL EDUCATION AND UPBRINGING**

**Direction of training:** 44.03.01 *Pedagogical Education*

**Programme:** *Music Education*

**Qualification (degree):** *bachelor*

**Mode of study:** *full-time*

**Institute of Culture, History and Law**

**Department:** *Music Education*

	full-time form	full-time and part-time form	part-time form
Study course	2-3		
Term	3-5		
Lectures	52		
laboratory work	-		-
Seminars	68		
including practical training			
Form of control	Credit test with grade exam - 0,6		
Control	18		
Other forms of work			
Independent work	473,4		

**Total number of academic hours:** 612

**labour intensity:** 17 credits

*Developer of the work programme:*

*Candidate of Pedagogical Sciences, Associate Professor L.A. Pidzhoyan*

*Candidate of Pedagogical Sciences, Associate Professor T.D. Kirichenko*

*Candidate of Pedagogical Sciences, Associate Professor I.V. Efremova*

## I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

**The purpose of studying the discipline:** mastering a set of competencies that allow students to fully realize their performing and creative potential; developing their readiness to use the acquired knowledge and skills when organizing various forms of music education.

**Objectives of studying the discipline:**

- disclosure of modern trends in the development of domestic music education;
- mastering the basic concepts of the course, equipping with knowledge and skills in the field of methodology of music training and education;
- formation of professional competencies of students;
- disclosure of the main aspects of teaching music in educational institutions;
- formation of students' readiness for practical professional activity.

**The place of the discipline in the structure of the BPEP:** implemented within the framework of the basic (compulsory part) part of block B1. Disciplines (modules).

### Planned learning outcomes for the course:

Code of competence	Indicators of competence achievement	Planned learning outcomes for the discipline
UC-2	To know: - methods of designing a solution to a specific project task, determining the optimal ways to solve it, based on current legal regulations and available resources and limitations	Knows: - methods of designing a solution to a specific project task, determining the optimal ways to solve it in the field of music education, based on current legal regulations and available resources and limitations
	To be able to: - formulate a set of interrelated tasks within the framework of the set goal of the work, ensuring its achievement; - qualitatively solve specific tasks (research, project, activity) within the specified time	Is able to: - formulate a set of interrelated tasks within the framework of the set goal of the work, ensuring its achievement; - qualitatively solve specific tasks (research, project, activity) within the specified time in the field of music education
	To possess: - skills of determining the expected results of solving the set tasks; - skills of publicly presenting the results of solving the tasks of research, project, activity	Possess: - skills of determining the expected results of solving the set tasks in the field of music education; - skills of publicly presenting the results of solving the tasks of research, project, activity of the musical education
GPC-2	To know: - federal state educational standards; - history, patterns and principles of construction and functioning of educational systems; - basics of didactics; - modern educational technologies, including ICT	Knows: - federal state educational standards; - history, patterns and principles of construction and functioning of musical educational systems; - basics of didactics of music education; - modern educational technologies, including ICT of music education

	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- develop individual components of basic and additional educational programs;</li> <li>- use ICT in developing educational programs;</li> <li>- plan educational sessions</li> </ul>	<p>Is able to:</p> <ul style="list-style-type: none"> <li>- develop individual components of basic and additional educational programs;</li> <li>- use ICT in developing educational programs in the field of musical education;</li> <li>- plan educational sessions in the field of musical education</li> </ul>
	<p>To possess:</p> <ul style="list-style-type: none"> <li>- techniques for developing programs of academic disciplines within the framework of the basic general educational program;</li> <li>- skills in applying modern educational technologies in a real and virtual educational environment;</li> <li>- ICT: at the user level; at the general pedagogical level; at the subject-pedagogical level</li> </ul>	<p>Possess:</p> <ul style="list-style-type: none"> <li>- techniques for developing programs of academic disciplines within the framework of the basic general educational program of music education;</li> <li>- skills in applying modern educational technologies in a real and virtual educational environment of music education;</li> <li>- ICT: at the user level; at the general pedagogical level; at the subject-pedagogical level in the field of musical education</li> </ul>
<b>GPC-5</b>	<p>To know:</p> <ul style="list-style-type: none"> <li>- principles of organizing monitoring and evaluation of students' educational results;</li> <li>- technologies and methods of monitoring and evaluation of educational results;</li> <li>- special technologies and methods that allow identifying and correcting learning difficulties</li> </ul>	<p>Knows:</p> <ul style="list-style-type: none"> <li>- principles of organizing monitoring and evaluation of educational results of students in the field of musical education;</li> <li>- technologies and methods of monitoring and evaluation of educational results in the field of musical education;</li> <li>- special technologies and methods that allow identifying and correcting difficulties in musical education</li> </ul>
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- apply tools, methods of diagnostics and evaluation of indicators of the level and dynamics of students' development;</li> <li>- conduct pedagogical diagnostics and correction of learning difficulties</li> </ul>	<p>Is able to:</p> <ul style="list-style-type: none"> <li>- apply tools, methods of diagnostics and assessment of indicators of the level and dynamics of development of students in the field of musical performance activities;</li> <li>- conduct pedagogical diagnostics and correction of difficulties in teaching performance</li> </ul>
	<p>To possess:</p> <ul style="list-style-type: none"> <li>- methods of monitoring and evaluation of students' educational results (personal, subject, meta-subject);</li> <li>- special methods that allow identifying and correcting learning difficulties</li> </ul>	<p>Possess:</p> <ul style="list-style-type: none"> <li>- methods of monitoring and evaluating the educational results (personal, subject, meta-subject) of students;</li> <li>- special methods that allow identifying and correcting difficulties in teaching musical performance</li> </ul>
<b>GPC-9</b>	<p>To know:</p> <ul style="list-style-type: none"> <li>- principles of operation of modern information technologies and methods of their use to solve problems of professional activity</li> </ul>	<p>Knows:</p> <ul style="list-style-type: none"> <li>- principles of operation of modern information technologies and methods of their use to solve problems of professional activity in the field of musical education</li> </ul>
	<p>To be able to:</p>	<p>Is able to:</p>

	– reasonably choose modern information technologies and use them to solve problems of professional activity	– reasonably choose modern information technologies and use them to solve problems of professional activity in the field of musical education
	To possess: – skills of working with modern information technologies, methods of their use to solve problems of professional activity	Possess: – skills of working with modern information technologies, methods of their use to solve problems of professional activity in the field of musical education

**II. CONTENT AND SCOPE OF THE DISCIPLINE**  
**indicating the number of hours allocated for contact work of students**  
**with the teacher (by type of classes) and for independent work**

**Full-time education**

№	Name of sections and topics	Total	Classroom lessons			Indep. work
			Lec.	Sem.	Lab.work	
	<b>Section 1. History of music education</b>					
1.	Topic 1. Musical education in Ancient Greece and Ancient Rome.	12	2	2	-	8
2.	Topic 2. Music education in the Middle ages and Renaissance.	12	2	2	-	8
3.	Topic 3. Musical education of the New age. Leading european centres of musical and performing culture of the XIXth century.	12	2	2	-	8
4.	Topic 4. Systems of foreign musical education and training XXth century.	12	2	2	-	8
5.	Topic 5. Russian musical culture and education from its origins to the end of the XVIIth century.	18	2	2	-	14
6.	Topic 6. Musical education and enlightenment in Russia in the XVIIIth century.	18	2	2	-	14
7.	Topic 7. Musical education and pedagogical thought in Russia in the XIXth century.	18	2	2	-	14
8.	Topic 8. The development of general and professional musical education in Russia in the context of the development of the musical education system in the first half of the XXth century.	18	2	2	-	14
9.	Topic 9. Trends in the development of modern music education.	14,7	2	2	-	10,7
	<i>Control</i>	9	-	-	-	-
	<i>Exam</i>	0,3	-	-	-	-
	<b>Total for 3 semester</b>	<b>144</b>	<b>18</b>	<b>18</b>	<b>-</b>	<b>98,7</b>
	<i>Including practical training</i>	-				
	<b>Section 2. Theory and technology of music education</b>					
10	Topic 1. Pedagogical process and main	36	2	2	-	32

	categories of pedagogy.					
11	Topic 2. Personality as the epicenter of the music education system.	36	2	2		32
12	Topic 3. The purpose, objectives and principles of music education.	27	2	-		25
13	Topic 4. Knowledge and its classification.	18	2	2	-	14
14	Topic 5. Technology in pedagogical science and practice. Traditional teaching technologies.	18	2	2	-	14
15	Topic 6. Design principles and development trends of modern educational technologies.	18	2	2	-	14
16	Topic 7. The essence of programmed and problem-based learning.	18	2	2	-	14
17	Topic 8. Features of modular and developmental learning.	27	2	2	-	23
18	Topic 9. The role of innovative educational technologies in music education.	27	2	2	-	23
19	Topic 10. The use of technology in modern music education.	27	-	2	-	25
	<i>Credit test with grade Control</i>	-	-	-	-	-
	<b>Total for 4 semester</b>	<b>252</b>	<b>18</b>	<b>18</b>	<b>-</b>	<b>216</b>
	<b>Section 3. Methodology of music education</b>					
21.	Topic 1. Basic elements of the content of music education.	18	2	2	-	14
22	Topic 2. Forms and means of organizing general musical education.	18	2	4		12
23.	Topic 3. Classification of types of musical activities of students.	18	2	4	-	12
24.	Topic 4. Methods and techniques of musical teaching and education.	18	-	2	-	16
25.	Topic 5. Planning musical and educational work with schoolchildren.	18	2	4	-	12
26.	Topic 6. Technology for organizing a music lesson.	26,7	2	4	-	20,7
27.	Topic 7. Methods of teaching music in general education organizations.	36	2	4	-	30
28.	Topic 8. Methods of organizing extracurricular work on musical education and upbringing of schoolchildren.	36	2	4	-	30
29.	Topic 9. System for assessing the achievement of planned results.	18	2	4	-	12
	<i>Control</i>	9				
	<i>Exam</i>	0,3				
	<b>Total for 5 semester</b>	<b>216</b>	<b>16</b>	<b>32</b>	<b>-</b>	<b>158,7</b>
	<i>Including practical training</i>	-				
	<b>TOTAL:</b>	<b>612</b>	<b>52</b>	<b>68</b>	<b>-</b>	<b>473,4</b>

**Full-time and part-time education** (*not implemented*)

**Part-time education** (*not implemented*)

### **III. EVALUATION MATERIALS FOR CONDUCTING CURRENT AND INTERIM CERTIFICATION OF STUDENTS IN THE DISCIPLINE**

Current certification is carried out in the form of a test, an abstract, etc.

#### **Standard version of the test**

##### **Test tasks**

##### **Section 1**

1. The separation of the History of Music Education into a special branch of music-pedagogical science occurred:

- a) in the XIXth century;
- b) in the 30-50s of the XXth century;
- c) at the end of the XXth century;
- d) in the XVIIIth century.

2. To which culture does the doctrine of ethnos belong?

- a) The culture of Ancient Greece;
- b) The culture of Ancient Rome;
- c) The culture of medieval Europe;
- d) The culture of the Renaissance.

3. Who is the author of the medieval treatise "Six Books on Music"?

- a) Aurelius Augustine (Augustine the Blessed);
- b) Boethius;
- c) Guido d'Arezzo;
- d) Ambrose Theodosius Macrobius.

4. What era did lute music become especially popular?

- a) The era of Ancient Greece;
- b) The era of Ancient Rome;
- c) The Middle Ages;
- d) The Renaissance.

5. Who was the founder of humanistic pedagogy?

- a) Claudio Monteverdi;
- b) J.S. Bach;
- c) Michel de Montaigne;
- d) A. Corelli.

6. Who is the author of the Enlightenment keyboard manual "The Art of Playing the Clave-Cine" (1716)?

- a) J.-F. Rameau;
- b) F. Dandrieu;
- c) F. Couperin;
- d) L. Daquin.

7. Who is the author of the manual "Violin School"?

- a) N. Paganini;
- b) A. Vivaldi;
- c) L. Mozart;
- d) A. Corelli.

8. Which of the outstanding composers and teachers began to treat the piano as an orchestra?

- a) F. Chopin;

- b) L. van Beethoven;
- c) F. Liszt;
- d) M. Clementi.

9. Who is the author of the work "Complete theoretical and practical piano school from the initial steps to the highest perfection"?

- a) A. Rubinstein;
- b) K. Black;
- c) I.S. Bach;
- d) K. Orph.

10. In what century in Western Europe did pianistic virtuosity receive special priority and a grandiose base of etudes and exercises for the piano was created?

- a) in the XXth century;
- b) in the XIXth century;
- c) in the XIth century;
- d) in the XVth century.

11. Who is the reformer of music education in Hungary?

- a) Z. Kodály;
- b) K. Orph;
- c) S. Suzuki;
- d) T. Vendrova.

12. The main type of Russian church singing, recorded in the hook notation:

- a) demesne singing;
- b) znamenny chant;
- c) Gregorian chant;
- d) partes singing.

13. In what century was the Academy of Arts founded in Russia, where music was studied along with various types of art?

- a) XVIth century;
- b) XVIIth century;
- c) XVIIIth century;
- d) XIXth century.

14. In what year was the first conservatory opened in Russia?

- a) in 1766;
- b) in 1862;
- c) in 1866;
- d) in 1886.

15. In what century was the Russian piano school formed?

- a) In the XVIIth century;
- b) In the XVIIIth century;
- c) In the XIXth century;
- d) In the XXth century.

16. Which century is called the "Golden Age" of Russian culture due to the richness of its music, literature, and fine arts?

- a) XVIIth century;
- b) XVIIIth century;
- c) XIXth century;
- d) XXth century.

17. Outstanding musician of Russia, pianist-teacher of the early XXth century:

- a) S.I. Miropolsky;
- b) A.L. Maslov;
- c) A.N. Karasev;
- d) S. Taneyev.

18. Who gave a classification of musical abilities, revealed new conditions for their development, significantly influencing the development of music pedagogy?

- a) B. Asafiev;
- b) B. Yavorsky;
- c) B. Teplov;
- d) D. Kabalevsky.

19. Who is the author of the modern program "Sacred Music: Russia and the West"?

- a) N.A. Terentyeva;
- b) E.D. Kritskaya;
- c) T.S. Shmagina;
- d) I.V. Koshmina.

20. In which country do children in the first grade of a comprehensive school study music three times a week?

- a) USA;
- b) Germany;
- c) Russia;
- d) Japan.

## *Section 2*

1. The content of the music program depends on:

- a) understanding the specific nature of man as a subject of educational and upbringing activities;
- b) the role of theoretical components in mastering music;
- c) the type of the dominant system of division of labor;
- d) the goals and objectives of general education.

2. The development of theoretical foundations for music education technologies was carried out by...

- a) D.B. Kabalevsky;
- b) G. Struve;
- c) G.S. Rigina;
- d) B.V. Asafiev.

3. Which of the outstanding teachers developed the theory of "free education" in the practice of music education?

- a) S.T. and V.N. Shatsky;
- b) D.B. Kabalevsky;
- c) B.V. Asafyev;
- d) Yu.B. Aliev.

4. Who is the author of the work "Psychology of Musical Abilities"?

- a) L.S. Vygotsky;
- b) B.M. Teplov;
- c) A. Rubinstein;
- d) B. Yavorsky.

5. Which system of music education was based on the biogenetic pedagogical concept?

- a) B.V. Asafiev and B.L. Yavorsky;
- b) N.A. Terentyeva;
- c) S.T. and V.N. Shatskikh;
- d) G.S. Rigina.

6. Which of the modern theorists of music education studies the problem of artistic and creative development of children in the process of holistic perception of art forms?

- a) N.A. Terentyeva;
- b) L.V. Shkolyar;
- c) E.D. Kritskaya;
- d) T.S. Shmagina.



7. Who gave a classification of musical abilities, revealed new conditions for their development, significantly influencing the development of music pedagogy?

- a) B. Asafiev;
- b) B. Yavorsky;
- c) B. Teplov;
- d) D. Kabalevsky.

8. Who is the author of the modern program "Sacred Music: Russia and the West"?

- a) N.A. Terentyeva;
- b) E.D. Kritskaya;
- c) T.S. Shmagina;
- d) I.V. Koshmina.

9. The creation of the "Model Music Program for Comprehensive Schools" in the Music and Dance Laboratory of the Research Institute of Artistic Education of the USSR Academy of Pedagogical Sciences (1979) was carried out under the supervision of:

- a) B.V. Asafiev;
- b) Yu.B. Aliev;
- c) N.A. Terentyeva;
- d) D. Kabalevsky.

10. Who is the author of the work "Handbook of a Music Teacher"?

- a) Yu.B. Aliev;
- b) T.V. Nadolinskaya;
- c) V.V. Aleev;
- d) L.V. Shkolyar.

11. Who is the author of the program "Music. Musical and aesthetic education"?

- a) D.B. Kabalevsky;
- b) L.V. Shkolyar;
- c) B.S. Rachina;
- d) N.A. Terentyeva.

12. In which program in music lessons is it proposed to use the techniques developed by J. Curwen (relative system)?

- a) G.S. Rigina;
- b) V.V. Aleeva, T.I. Naumenko;
- c) E.P. Kabkova;
- d) B.S. Rachina.

13. The style of the teacher's attitude towards the class group, manifested in a stable emotionally positive attitude towards children:

- a) authoritarian;
- b) passively positive;
- c) steadily positive;
- d) unstable.

14. Who is the author of the modern program "Music", containing folklore, sacred music, works of classical composers, compositions of modern composers?

- a) N.A. Terentyeva;
- b) L.V. Shkolyar;
- c) E.D. Kritskaya;
- d) D.B. Kabalevsky.

15. Supplement the definition: "The system of scientific knowledge and concepts about the laws governing the musical development of a child, the education of moral and ethical feelings in the process of introducing him to music" is...

- a) the theory of musical education;
- b) the content of musical education;
- c) musical aesthetics;

d) ethics.

16. The founder of the modern Russian system of music education is considered to be...

- a) N.A. Vetlugina;
- b) V.N. Shatskaya;
- c) I.L. Dzerzhinskaya;
- d) N.A. Metlov.

17. Music education should be considered as...

- a) a system, result, process and value;
- b) a system and result;
- c) a system, result and process;
- d) a value and result.

18. The essence of the process of musical education is the creation of conditions for:

- a) the development of the child's personality;
- b) the transfer of the experience accumulated by older generations to younger ones;
- c) communication in the process of musical education;
- d) the education of the child.

19. Who plays the leading role in children's musical education:

- a) family;
- b) kindergarten;
- c) short-term stay group;
- d) relatives.

20. Bring into line the logic of the program components of one stage of the program of musical education of children:

- a) characteristics of age capabilities;
- b) tasks of teaching certain types of musical activity;
- c) content (musical repertoire);
- d) indicators of mastery of the musical repertoire of the program.

### ***Section 3***

1. Organizational, informational, integration, control functions of the methodology:

- a) basic;
- b) additional;
- c) are not;
- d) corrective.

2. Methodology relates to methodology as:

- a) form to content;
- b) content to form;
- c) has no relation;
- d) principles to methods.

3. A scientific discipline that studies the laws of the pedagogical process of upbringing and education of schoolchildren by means of musical art:

- a) methodology;
- b) methods;
- c) pedagogy;
- d) psychology.

4. A child is considered by modern methods as:

- a) a subject;
- b) an object;
- c) an item;
- d) an element of education and training.

5. Motor, sensory-perceptual, intellectual-volitional activity, tendency to play – psychological characteristics of children:

- a) middle;

- b) younger;
- c) older;
- d) infancy.

6. Fading of open emotions and experiences, sociability and awkwardness are psychological characteristics of children:

- a) younger;
- b) adolescent;
- c) older;
- d) preschool age.

7. The actions of the teacher aimed at achieving the goal of musical education, or the methods of work of the teacher and students - this is the definition of the concept:

- a) principle;
- b) method;
- c) content;
- d) task.

8. Path, method, technique are synonyms of the concept:

- a) content;
- b) form;
- c) method;
- d) task.

9. There are visual, verbal, practical:

- a) methods;
- b) content;
- c) forms of education;
- d) goals of education.

10. Musical knowledge, skills and abilities are elements of:

- a) the goal of musical education;
- b) the content of musical education;
- c) the tasks of musical education;
- d) the principles of musical education.

11. The main form of musical education:

- a) extracurricular activity;
- b) choir;
- c) music lesson;
- d) elective.

12. When planning a music lesson, the teacher should:

- a) not;
- b) not possible;
- c) not necessarily;
- d) must predict children's answers to the questions put to them.

13. The relationship between three perspectives: distant, representing the result of work on musical education, average, which is based on the specific goal of the upcoming system of lessons and, finally, the immediate tasks of a specific lesson should be reflected in:

- a) abstracting;
- b) planning;
- c) note-taking;
- d) analysis.

14. The cultural situation in society, the current perception of life by students, the teacher's own worldview on conducting a music lesson:

- a) does not affect;
- b) is not significant;
- c) affects;

d) has no bearing.

15. When creating it, the teacher must think about the script, develop the “staging”, the culmination:

- a) performance of a song;
- b) lesson plan;
- c) musical and rhythmic movements;
- d) visual aids.

16. School-wide choir, folk instrument orchestra, lectures-concerts, festivals, reviews - forms of extracurricular educational work:

- a) individual;
- b) group;
- c) do not apply to them;
- d) mass.

17. A teenager's passion for modern popular music indicates his:

- a) undeveloped musical taste;
- b) inability to educate himself;
- c) it is a tribute to youth subculture;
- d) skipping music lessons.

18. What role does a music teacher play in a student's desire for self-education:

- a) none;
- b) decisive;
- c) uncertain;
- d) insignificant.

19. Knowledge of words and melody, purity of intonation, quality of sound - these are the criteria for performing a song:

- a) basic;
- b) corrective;
- c) additional;
- d) are not.

20. The goal of music education - the development of a comprehensively developed individual who possesses musical culture as an integral part of spiritual culture - was first formulated by:

- a) L.V. Shkolyar;
- b) D.B. Kabalevsky;
- c) Yu.B. Aliev;
- d) I.V. Koshmina.

### **Sample topics for abstracts**

#### ***Section 1.***

1. Musical education in the states of the Ancient East.
2. Leading educational centers of Ancient Rus'.
3. Orthodox orientation as the main direction of development of domestic musical education.
4. Musical education in Russia during the reign of Peter I.
5. Musical circles and salons of St. Petersburg and Moscow and their role in the development of domestic musical education in the XIXth century.
6. The St. Petersburg and Moscow Conservatories are the main centers of higher professional education.
7. Musical and pedagogical views of S.I. Taneyev and their historical significance.
8. The concept of K. Orff and the possibilities of its application in educational institutions of our country.
9. Formation and development of the piano school in Russia.
10. The main didactic guidelines in the system of foreign musical education in the XXth century.
11. Musical and aesthetic concepts of education in Russia in the first half of the XXth century.
12. Children's music school as one of the effective forms of individual music education.
13. Domestic systems and technologies of musical education and training.

### ***Section 2.***

1. Technology of musical education of schoolchildren by D.B. Kabalevsky.
2. Technology of creative musical education by G.A. Struve.
3. The concept of musical development by B.M. Teplov.
4. Methodology of emotional-figurative education by V.V. Kiryushin.
5. Study of telecommunication technologies and identification of the advantages of using telecommunication means of interpersonal communication between students and teachers and between students in education.
6. Objectives and directions of introducing electronic publications and resources into education.
7. Positive and negative aspects of the introduction of educational electronic publications and resources in preschool education.
8. Formation of professional readiness of teachers to use electronic publications and resources in education.
9. Educational and methodological complex based on multimedia educational electronic publications and resources.
10. Children's educational TV programs.
11. Priority qualities of the personality of a teacher-musician.
12. General characteristics of a modern student.

### ***Section 3***

1. The essence of musical and aesthetic education.
2. Aesthetic, artistic, musical culture, their levels and relationships.
3. Indicators of the personal professional position of a music teacher.
4. Vocal and choral work in the system of general music education.
5. The role of holidays in the development of creative abilities of schoolchildren.
6. Improvisation in the activities of a music teacher.
7. Types of musical activities in music lessons.
8. Playing in music lessons in elementary grades.
9. Assessment and marking in music lessons.
10. Domestic systems and technologies of musical education and training.
11. The main areas of work of N.L. Grodzenskaya
12. Pedagogical style of work of B.S. Rachina.
13. Author's programs of music education.
14. Regional approach to music education.
15. Children's music school as one of the effective forms of individual music instruction.

***Intermediate assessment*** of students is carried out in the form of the exam, a test with a grade and the exam using the following assessment materials: questions for the test with a grade, questions for the exams.

### **Exam questions ( 3 semester)**

1. Music education in Ancient Greece.
2. Features of musical education in Ancient Rome.
3. Development of musical education and upbringing in the Middle Ages in Western European countries.
4. Aesthetic principles and features of Western European musical culture of the Renaissance.
5. Music education in the Renaissance.
6. Features of musical education in the Enlightenment.
7. Music education in Western European countries in the XIXth century. Formation of professional education.
8. Features of the development of musical art in Ancient Rus' from its origins to the end of the XVIIth century.
9. Orthodox liturgical singing as the main type of existence of musical art in Ancient Rus' after the

Baptism of Rus.

10. Music education of folk orientation (Old Russian musical folklore, buffoonery).
11. Leading centers of education of Ancient Rus'.
12. Music education in Russia in the late XVIIth-XVIIIth centuries.
13. Russian musical culture of the XIXth century.
14. Features of the development of secular music education in Russia in the XIXth century.
15. Musical circles in the context of Russian musical culture of the second half of the XIXth century.
16. Features of the music education system in pre-revolutionary Russia.
17. Formation of the Russian piano school.
18. Pedagogy of vocal and choral education in the second half of the XIXth century - early XXth century.
19. Formation of the music education system in the first half of the XXth century.
20. Musical and aesthetic concepts of education in the first half of the XXth century.
21. Formation of general and professional music education in Russia in the second half of the XXth century.
22. Formation of the system of additional music education in Russia in the second half of the XXth century.
23. Characteristics of the main provisions of the system of music education of Z. Kodai, K. Orff.
24. Characteristics of the main provisions of the system of music education Sh. Suzuki.
25. The modern system of music education and upbringing in the countries of Western Europe and America.
26. Music education in modern China: problems of general and professional music education.

### **Questions for the test with a grade**

**(4 semester)**

1. Pedagogical process and main categories of pedagogy.
2. Personality in educational technology.
3. The purpose and objectives of music education in the context of history and comparative pedagogy.
4. Fundamental principles of music education.
5. Knowledge and its classification.
6. Technology in pedagogical science and practice.
7. Explanatory and illustrative teaching, its methods, advantages and disadvantages.
8. Design principles and development trends of modern educational technologies.
9. Technologization of the pedagogical process and the essence of problem-based learning.
10. Features of modular learning.
11. Traditional educational technologies in modern music education.
12. The role of innovative educational technologies in modern music education.
13. Technology of musical education of schoolchildren by D.B. Kabalevsky.
14. The essence of developmental learning.
15. Information technologies in education.
16. Forms of educational music lessons using traditional technologies.
17. Characteristics of forms of educational music lessons using problem-based learning technologies.
18. The essence of programmed learning and its use in music education.
19. Advantages and disadvantages of programmed learning in music education.
20. Features of interactive learning in music education.
21. Characteristics of types of forms of interactive learning in music lessons.
22. Model of key competencies of personality according to I.P. Ivanov.
23. Use of traditional learning technologies in music education.
24. Characteristics of a modern schoolchild in the context of his musical education.
25. Individual style of activity of a teacher-musician, his priority professional qualities.

### **Exam questions**

### **(5 semester)**

1. The essence of the methodology of music education.
2. The child as a subject of the methodology of music training and education.
3. The goal, objectives and principles of music education.
4. The main elements of the content of music education.
5. Various classifications of types of musical activity in the educational process.
6. General characteristics of musical listening activity in music lessons.
7. General characteristics of musical performing activity in music lessons.
8. Classification of teaching and education methods and their implementation in music lessons.
9. Special methods of music education.
10. Methods and techniques of music education.
11. General characteristics of professional competencies of a music teacher.
12. Structure of musical abilities. Concept of musical abilities by B.M. Teplov.
13. Lesson as the main form of musical education.
14. Extracurricular activities of students; musical self-education.
15. Means of musical education.
16. Regulatory and legal documents.
17. Composition of a music lesson, its main elements.
18. Objectives and tasks of a music lesson.
19. Genre, type and kind of music lesson.
20. Planning music lessons. Plan and outline of a music lesson.
21. Planning extracurricular activities.
22. Music lesson – art lesson – creativity lesson.
23. Diagnostics of development of musical culture of schoolchildren.
24. Forms of control, specifics of assessment of students in music lessons.
25. Integration and interdisciplinary connections in the process of teaching schoolchildren
26. Diversity of music programs. Their positive and negative sides.

## **IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE**

### **4.1. Main literature**

1. Baiborodova, L. V. Teaching music in primary school: a textbook for universities / L. V. Baiborodova, O. M. Faletrova, S. A. Tomchuk. - 2nd ed., corrected. and additional. - Moscow: Publishing house Yurait, 2022. - 248 p. - (Higher education). - ISBN 978-5-534-06342-4. - Text: electronic // Educational platform Yurait [website]. - URL: <https://urait.ru/bcode/491906> (date of access: 06.06.2023).

2. Bodina, E. A. Musical pedagogy and pedagogy of art. Concepts of the 21st century: textbook for universities / E. A. Bodina. - Moscow: Publishing house Yurait, 2022. - 333 p. - (Higher education). - ISBN 978-5-534-02988-8. - Text: electronic // Educational platform Yurait [website]. - URL: <https://urait.ru/bcode/492545> (date of access: 06.06.2023).

### **4.2. Further reading**

1. Bodina, E. A. History of music pedagogy. From Plato to Kabalevsky: textbook and practical training for universities / E. A. Bodina. - Moscow: Publishing house Yurait, 2022. - 246 p. - (Higher education). - ISBN 978-5-534-15439-9. - Text: electronic // Educational platform Yurait [website]. - URL: <https://urait.ru/bcode/507340> (date of access: 06.06.2023).

2. Radinova, O. P. Theory and Methods of Music Education: a textbook for secondary vocational education / O. P. Radinova, L. N. Komissarova; edited by O. P. Radinova. - 3rd ed., corrected. and additional. - Moscow: Publishing house Yurait, 2022. - 293 p. - (Vocational education). - ISBN 978-5-534-09284-4. - Text: electronic // Educational platform Yurait [website]. - URL: <https://urait.ru/bcode/494617> (date of access: 06.06.2023).

## V. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" REQUIRED FOR MASTERING THE DISCIPLINE

№	Link to information resource	Name of the development in electronic form	Availability
1.	<a href="https://infourok.ru/">https://infourok.ru/</a>	Infourok: educational internet project of Russia. Includes: lesson plans, presentations, tests, video lessons and other materials on school curriculum subjects.	Free access
2.	<a href="http://edu.ru/">http://edu.ru/</a>	Russian Education: Federal Portal. Includes links to portals and websites of educational institutions; state educational standards; regulatory documents; catalog of excursions and educational programs.	Free access
3.	<a href="http://window.edu.ru/">http://window.edu.ru/</a>	The information system "Single Window of Access to Educational Resources" provides free access to the catalog of educational Internet resources and a full-text electronic educational and methodological library for general and professional education	Free access
4.	<a href="http://fcior.edu.ru/">http://fcior.edu.ru/</a>	The Federal Center for Information and Educational Resources (FCIER) provides access to electronic educational resources and services for all levels and stages of education.	Free access

## VI. MODERN PROFESSIONAL DATABASES AND INFORMATION REFERENCE SYTEMS

1.	<a href="http://www.biblioclub.ru">http://www.biblioclub.ru</a>	Electronic library system (ELS) University library online	Registration via a university computer. Further individual unlimited access from any point where there is access to the Internet
2.	<a href="http://www.garant.ru">www.garant.ru</a>	Information and legal portal	Free access
3.	<a href="http://www.classic-music.ru/">http://www.classic-music.ru/</a>	Classical music.ru	Free access
4.	<a href="http://www.elibrary.ru">www.elibrary.ru</a>	Russian information portal in the field of science, technology, medicine and education	Free access



## **VII. LICENSED AND FREELY DISTRIBUTED SOFTWARE**

The following licensed and freely distributed software is used in the implementation of the academic discipline:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice and others.

## **VIII. EQUIPMENT AND TECHNICAL TEACHING EQUIPMENT REQUIRED FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE**

Classes are held in classrooms equipped with specialized furniture, including stationary or portable technical teaching aids (projector, screen, computer/laptop).

Independent work is conducted in rooms equipped with computer equipment with the ability to connect to the Internet and provide access to the electronic information and educational environment of the university.