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**EXPERIENCE OF USING THE AUTHOR'S ADVENT CALENDAR
IN THE FRAMEWORK OF THE DEVELOPMENT OF MUSICAL
PERCEPTION IN CHILDREN FROM 2 TO 3 YEARS**

Аннотация: *В статье представлен авторский адвент-календарь «Зимняя сказка». Он нацелен на развитие музыкального восприятия у детей от 2 до 3 лет. Описан опыт его применения в работе с детьми.*

Ключевые слова: *музыкальное восприятие, адвент-календарь, развитие, ранний возраст.*

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Abstract: *The article presents the author's advent calendar «Winter Fairy Tale». It is aimed at developing musical perception in children from 2 to 3 years old. The experience of its application in working with children is described.*

Keywords: *musical perception, advent calendar, development, early age.*

An innovative means of interaction between preschool teachers and pupils and their legal representatives, music directors on the development of musical

perception in children from 2 to 3 years old is the advent calendar. The word «advent» comes from the Latin term «adventus», which means «coming, coming» [2, p. 35]. Advent calendars are used in anticipation of various holidays.

The author's musical advent calendar «Winter's Tale» is made of felt, decorated in the form of a decorated spruce and includes appendices describing the forms of musical activity. It has a numbered field divided into 24 tabs. Accordingly, it is used in December, 24 days before the New Year. Every weekday, the preschool teacher puts a card in the insert with the name of the task that the children need to complete. On weekends, students work with their parents.

The content of the musical advent calendar «Winter's Tale» includes the following methodological developments: listening to music in a playful way («New Year's round dance», «Santa Claus, we are waiting for you!», «Snow Maiden falls asleep», «Snow Maiden is dancing», «Squirrel visiting the guys», «Doll walks and runs», «Drum », «Colorful winter Christmas tree», «Dance with Santa Claus and the Snow Maiden»); reading poems with musical accompaniment («We help cats in winter», «Sledding»), musical and didactic games («Quiet and loud music», «Let's play for Tanya's doll», «Magic package», «Play with Santa Claus», «We march together», «Guests came to the kids», «Musical palette», «Snow Maiden in the Winter Forest», «Grandfather Frost is sad and having fun», «Girls dance and sing»), integrated classes («Holiday tree», «Snowman visiting kids»), entertainment («Zimushka-winter») [1, p. 9-10].

When listening to fragments from musical works in a playful way, the pupils were attentive and concentrated. The presence of a game plot and surprise moments interested the children. The educator gave target settings for individual characteristics of the music to be heard.

The reading of poems was accompanied by the sound of fragments from musical works. This contributed to a more detailed understanding of the events described in literary works and, undoubtedly, developed individual indicators of musical perception in children from 2 to 3 years old. Diverse emotions and the greatest interest among the pupils arose during the reading of the poem with musical accompaniment «We help cats in winter». So, after the hearing, some pupils independently began to assert the need to help pets in the cold season, talk about their pets.

The musical and didactic games «Quiet and loud music» and «Let's play for Tanya's doll» are aimed at developing ideas about the dynamics of sound (quiet and loud). So, the game «Quiet and Loud Music» involves the implementation of specific motor reactions when the dynamics of music changes: pupils clap to a quiet sound, and stomp to a loud sound. When conducting this musical and didactic game, the pupils initially had inaccuracies: many children incorrectly followed the rules of the game. However, in the final, third time the organization of the game, the pupils acted correctly. As part of the musical and didactic game «Let's play for Tanya's doll», the preschool teacher acted on behalf of the doll (bi-ba-bo toy), which wanted to listen to how loudly and quietly children can play musical instruments. Some pupils did not immediately respond to instructions to change the dynamics. The musical and didactic game «Magic Package» is aimed at developing ideas about musical images. This game interested children through characters (dog, doll, bird), which they will recognize by listening to fragments from musical works. All pupils correctly correlated musical images. Recognition and differentiation of the timbre of musical instruments (pianos and pipes) involves the musical and didactic game «Playing with Santa Claus». Initially, the preschool teacher organized listening to the piano and pipes with the pupils. After listening, the teacher suggested that the children play with Santa Claus: when the piano sounds, you need to slowly approach Santa Claus, and while the pipe is playing,

carefully run away from him. Pupils managed to distinguish the timbres of these musical instruments. The musical and didactic game «We march together» is aimed at developing attentiveness and concentration when listening to music. So, to the sound of a piece of music, the pupils walk with an attribute located down. The child, whose name was called by the teacher, raises the attribute up. Each child was named. If the pupils had the same first names, the last name was also pronounced along with the first name. Children promptly reacted to their first name and last name and correctly followed the rules of the game. The organization of the musical and didactic game «Guests came to the kids» involves the pupils playing music on children's musical instruments (metallophone, tambourine) to musical works and distinguishing the timbres of instruments. Playing music on the metallophones gave the children a special pleasure. Pupils actively played on them, while experiencing positive emotions. Playing music on tambourines also impressed the pupils, but for a short period. After playing the children's musical instruments, the teacher behind the screen alternately played the metallophone, the tambourine and asked the pupils about the timbre of the sound. Many students answered correctly. However, some children found it difficult to name musical instruments. This is due to a delay in speech development. For such pupils, the teacher visually presented musical instruments for selection. In this case, no errors were made. The musical and didactic game «Musical Palette» is aimed at distinguishing the timbre of musical instruments (tambourine, drum, piano, pipe, metallophone). The teacher behind the screen played these musical instruments. After each game, he asked the pupils what musical instrument was playing at the moment. If there were difficulties in naming, the preschool teacher offered to show the instrument. Pupils correctly named and indicated such musical instruments as a tambourine, a drum, a metallophone. Some children did not recognize the sound of the piano and pipes. With such pupils, listening to these instruments was additionally organized and the repeated successful conduct of the musical and didactic game

«Musical Palette» was organized. The musical and didactic game «Snow Maiden in the Winter Forest» is aimed at developing the ability to determine the nature of musical works (peppy, calm). The images of the winter forest and the Snow Maiden, who is dancing and resting, were selected. The preschool teacher showed a picture of a winter forest and talked about the activities of the Snow Maiden in this forest. The preschool teacher suggested that the pupils learn about certain types of life activity by carefully listening to diverse music and choosing suitable pictures: peppy music – the Snow Maiden is dancing, calm music – resting. Pupils showed a high level of understanding of the nature of music, correctly correlated it with images. Contrasting emotions were delivered to the pupils by the musical and didactic game «Grandfather Frost is sad and having fun». It involves the development of the ability to determine the nature of music (calm, vigorous), to show adequate external emotional reactions (facial expressions, exclamations, motor reactions). Cards were selected for the pupils: Santa Claus is crying, Santa Claus is laughing. Children were asked to listen to contrasting fragments of musical works, trying to show the corresponding emotions, and to correlate musical works with images. Most of the pupils correctly correlated the images and showed adequate reactions (smiling, lowering the corners of the lips, shaking the head, torso, etc.). Those who had errors were presented with explanations that caused the incorrectness in the implementation of the rules of the game. Some children did not show characteristic reactions when listening. In our opinion, this is due to personal qualities (modesty, timidity, timidity, etc.) and difficulties in social adaptation. The musical and didactic game «Girls dance and sing» is aimed at developing the ability to determine the genre of music (dance, song). Images were selected that reflect the genre of music (girls dance and girls sing). Pupils were asked to listen to fragments of instrumental and vocal pieces of music and choose an image that is typical for a particular genre. Some children indicated an

inappropriate card. With pupils having difficulties, stories were conducted using visual materials, which clarified the genre features of musical works.

The integrated lesson «Festive Christmas Tree» covers the educational areas «Fine Arts» (sculpting) and «Musical Art». The lesson included such types of musical activities as listening to music and musical-rhythmic activities. Listening to music was organized in the introductory part, and musical-rhythmic activity in the main part. The musical game «Snowball» aroused the greatest interest among the pupils. The children carefully watched and diligently performed the movements that the preschool teacher showed. Integrated lesson «Snowman visiting kids» in the educational areas «Fine Arts» (application) and «Musical Art». At the lesson, in addition to the process of creating an application, a physical training minute, listening to music and playing music on metallophones was organized.

The final event in the framework of the application of the musical advent calendar «Winter's Tale» was the entertainment «Zimushka-Winter». Pupils actively participated in various musical activities. The children were especially fascinated during the musical and rhythmic activities, while playing music on the drums.

Thus, the advent calendar «Winter's Tale» can be an effective tool for developing musical perception in children from 2 to 3 years old.

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