

В результате внедрения экспериментальной программы «Сказочный город» отмечена положительная динамика в развитии коммуникативных способностей воспитанников экспериментальной группы: высокий уровень коммуникативных способностей повысился на 29 %, достигнув 62,5 %; низкий уровень коммуникативных способностей сократился в 2 раза, достигнув 4,1 %. В контрольной группе выраженная динамика показателей коммуникативных способностей воспитанников на контрольном этапе отсутствует. Результаты контрольного этапа исследования свидетельствуют об эффективности использования театрально-художественной деятельности в качестве средства формирования коммуникативных способностей детей старшего дошкольного возраста.

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УДК 78.07:785-37.02:371.48:371.8

FEATURES OF MUSICAL ACTIVITY IN PRIMARY AND SECONDARY SCHOOLS IN CHINA

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Music education plays an important role in primary and secondary education, contributing not only to students' artistic development, but also to their cognitive, emotional and social development. The purpose of this work is the musical activities of primary and secondary school teachers, the role of musical activities in organizing music courses and extracurricular activities in primary and secondary schools. The world is undergoing profound changes unseen in a century, the digital process of music education is rapid development, explore the current primary and secondary school teachers in the school is responsible for music activities, is beneficial to understand the characteristics of the current music education and situation, is conducive to the development of digital music education process, to promote the development of future music education visualization [1, p. 103–105].

Music education is an important part of primary and secondary education, it helps to cultivate students' aesthetic emotion, musical skills and social skills. Primary and secondary school teachers have an educational mission in schools,

and they bear the responsibility for teaching music knowledge and skills. In addition to formal music courses, teachers are often involved in music extracurricular activities such as choir, bands and music competitions to provide more opportunities for music education. This paper will explore the music activities that primary and secondary school teachers are responsible for in schools, with the aim to understand the impact of these activities on students and teachers themselves, as well as to understand the characteristics of current music education.

The author therefore made the relevant questionnaire «Teacher major and responsible activities in the school» (Figure 1).

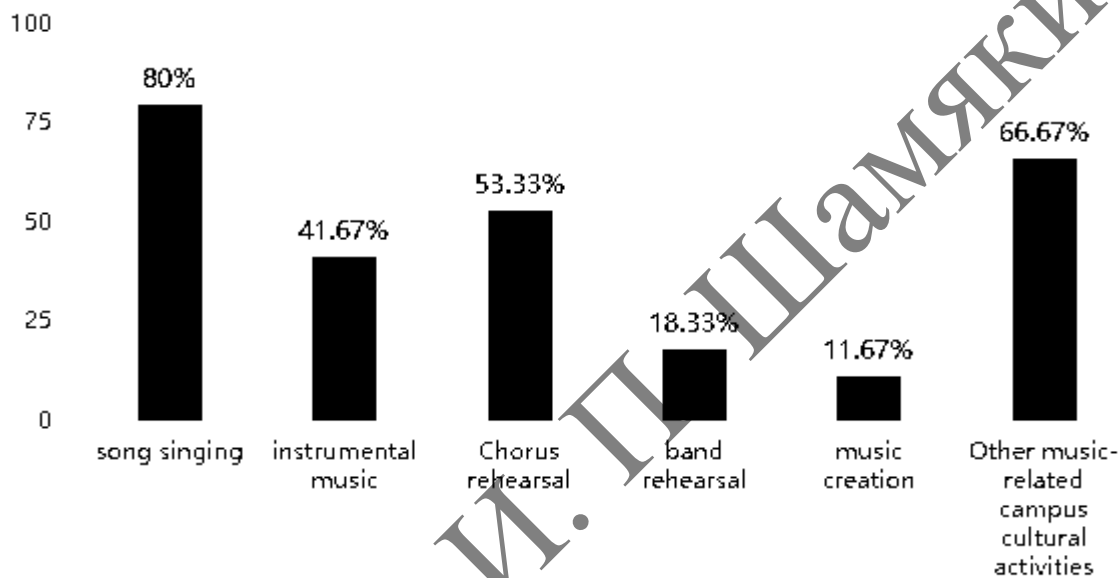


Figure 1 – Teacher professional and responsible activities in the school

According to the data form, the number of the sample is 60 responders. For 80 % of them, song singing was the most popular event. It is followed by chorus rehearsal, accounting for 53.33 %. Other campus cultural activities related to music were also relatively popular, accounting for 66.67 %. The proportions of instrumental performance and band rehearsals were 41.67 % and 18.33 %, respectively. The proportion of music creation was 11.67 %.

To sum up, song singing, choral rehearsal and other music-related campus cultural activities are the most popular music activities in the school. So also can be seen that China's current primary and secondary school music education, is still vocal music, other music related campus activities by the survey mainly for solo, singing in the class, side proved that China's current music education, still mainly vocal music, but at present China's major cities, especially the coastal developed cities, has begun the instrumental music community activities in primary and secondary schools.

Music education has many effects on students. It helps to develop students' musical skills, improve their musical literacy, develop aesthetic feelings, enhance self-confidence, and promote social interaction. Research has

shown that learning music improves students' performance in other subjects, such as mathematics and the language arts. Furthermore, music activities help students develop creative thinking and problem-solving skills.

Primary and secondary school teachers play multiple roles in the music activities responsible for the school. They are not only educators, but also mentors, motivators, and encouragers. Their work is not only to impart music knowledge, but also to cultivate students' music interests and talents, and to promote students' all-round development [2, p. 150–153].

The music activities of primary and secondary school teachers are of great significance to the development of students. Music education helps students to develop musical skills, aesthetic emotions, and social skills, while also helping to improve their performance in other disciplines. The role of teachers in music education is not only as educators, but also as mentors, motivators and incentives. Their work provides students with rich music education opportunities and promotes their all-round development. Therefore, the music activities that primary and secondary school teachers are responsible for in schools are an indispensable part of the education system and should be fully valued and supported.

For now, China's music education for students' interest is not enough, doing questionnaire, many teachers mentioned more than once, the future for music interest is very important, in this respect, the auxiliary of science and technology is very important, can through the level of science and technology, create a better learning atmosphere. But for now, at the primary and secondary education levels, China does not use science and technology in music activities, since they are largely related to economic development.

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УДК 37.036.5

HISTORY OF THE DEVELOPMENT OF THEATER EDUCATION IN HIGHER EDUCATION INSTITUTIONS OF CHINA

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Currently, China is becoming one of the largest centers for the development of theater and cinema, which occupy an important place in the social and cultural life of society and remain an important part of the nation's