

When it comes to reading, the student is taught all different kinds of texts at all different stages of age, the differences between each stage and the next, the length of the text, the content of the text, the number of new words contained within it, with an emphasis on the four different dimensions of understanding, as well as attention to language skills and high thinking skills.

When learning from texts, the learner is exposed to correct punctuation marks, proper linkages, the correct spelling of some words, and some standard and often-used terms (which may constitute a typographical error). Within the realm of semantics and words, concepts such as suggestive language, linguistic derivation, plural semantics, and linguistic relations are among the topics that are discussed.

Conclusion. The facts and ideas discussed in this paper lead to the conclusion that the social and pedagogical pre-requisites for learning and teaching Arabic in Israeli secondary schools cannot be separated, as the status of the Arabic language pedagogically is based on the social level of the language in public sectors. This makes educational language requirements in schools vital to keeping pace with social changes.

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A BRIEF DISCUSSION ON HOW TO IMPROVE PRIMARY SCHOOL STUDENTS' MUSICAL AESTHETIC ABILITY

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The task of teachers is to identify and develop the abilities, inclinations and capabilities of each child. Currently, the relevance and importance of early identification of children's musical abilities is rapidly increasing. This is due to the fact that musical development has an irreplaceable effect on overall development: the emotional sphere is formed, imagination, will, fantasy are

developed, perception is heightened, the creative powers of the mind and the energy of thinking are activated even in the most inert children. But in the actual pedagogical practice of general education, in general, and primary education, in particular, unjustifiably little attention is paid to music education.

The very nature of younger schoolchildren suggests the ability to develop vocal cords. It is at this age that an ear for music is formed and musical memory, the foundation of aesthetic culture is laid, the development of which requires the organization of new models of education, and therefore a new quality of the process of development of musical abilities. The solution to this problem is possible by introducing children of different ages to the art of music through singing as the most accessible, active and effective type of musical activity.

According to many scientists, psychologists, musicologists, doctors, singing should play a decisive role in the development of the complex and multifaceted concept of “musical abilities”, which has always been the focus of attention of scientists in various fields of science: philosophy, cultural studies, music pedagogy and psychology.

A special role was assigned to singing activity, linking it with issues of the general physical, mental and psychological development of children.

Most researchers of domestic music pedagogy identified emotional responsiveness to music as a musical ability and associated it with the problem of musical cognition, developing intelligence, logic, and learning skills. Singing culture is the most important component of the general musical culture of schoolchildren. The process of self-expression through vocal intonation is directly related to strengthening the child’s mental health and can be considered as a significant preventive health-saving factor. Scientists have proven that music and singing affect the human body. They directly change blood pressure, heart rate, muscle relaxation and tension. Correctly performed singing has a positive effect on the formation of posture, strengthening of the vocal cords, respiratory and articulatory apparatus. Vocal lessons actively develop a child's voice, expand its range, improve mobility, intonation flexibility, and timbre brilliance.

In the process of singing activity, the entire complex of musical abilities, emotional responsiveness to music are successfully formed, and the child’s experiences are enriched. In addition, educational tasks related to the formation of the student’s personality are solved. Modern science has proven that children involved in singing activities are more responsive, emotional, receptive and sociable. Mastering your voice makes it possible to instantly express your feelings through singing. And this emotional outburst charges the child with vital energy.

By developing the singing activity of schoolchildren outside of school hours, the teacher unobtrusively and purposefully forms physically healthy, intellectually developed and creative people.

The analysis of educational work shows that many problems of the development of musical abilities and singing skills of junior schoolchildren have been studied, but the problem of developing musical abilities based on singing activities in extracurricular school activities has not been sufficiently studied.

The cultivation of music aesthetic ability is of extremely important significance to primary school students' music knowledge learning and improvement of their comprehensive quality. So, how can we better cultivate the musical aesthetic ability of primary school students? Here, the author only uses his own teaching experience as an example to talk about his own understanding, and I hope that all colleagues can give you some advice.

1. Stimulate primary school students' interest in music appreciation

Due to the influence of the traditional education model, many primary school students and even teachers think that music teaching is a boring content. During the teaching period, teachers can neither vividly present boring music theories to students, nor can they make students pay attention to this non-compulsory subject. Therefore, if teachers want to stimulate primary school students' interest in music learning, they must update their own educational and teaching concepts in a timely manner and guide students to gradually master efficient learning methods and learning skills in a relaxed and pleasant learning atmosphere. In this way, primary school students can face the learning of music knowledge and difficulties in the learning process with a more positive attitude. At the same time, teachers should also have a more systematic and comprehensive understanding of primary school students' interests, hobbies, and personalities. On this basis, teachers can not only take a series of effective teaching measures timely and accurately in the classroom teaching process, but also make primary school students have greater interest and learning motivation in the music learning process. In this way, they will maximize their potential in the learning process of music course knowledge, thus presenting their best aspects to the classroom teaching process.

For example, when learning to sing a song, the teacher can ask some primary school students who are good at singing to perform the song for everyone, or they can also ask some primary school students with excellent painting skills to depict the scene of the song with a brush. In this process, primary school students will conduct a deeper interpretation and analysis of the song content and its emotions through hands-on practical operations. At the same time, teachers can also ask some students who are imaginative and have strong language expression skills to express their feelings.

Not only can they convert perceptual thinking into rational thinking, but they can also conduct deeper analysis of musical works during this thinking process.

2. Teach primary school students the skills to appreciate music

In the process of learning music courses, primary school students cannot achieve anything just based on their interest. Therefore, in the process of

cultivating primary school students' interest in music learning, teachers should not only focus on cultivating primary school students' interest in music learning, but also focus on teaching learning skills to ensure that primary school students can conduct deeper analysis and interpretation of musical works during the music learning process, so as to better understand the theme, main idea, etc. of the article.

First of all, students are guided to master music knowledge such as music rhythm and beat through storytelling. Mastering basic music knowledge is an important way to improve primary school students' music skills. Only on this basis can primary school students have a more objective and rational feeling and understanding of music knowledge and music content. At the same time, teachers can also vividly and vividly tell primary school students some historical stories and musician stories related to music theory knowledge. In this way, teachers can not only activate the teaching atmosphere in the classroom, but also effectively improve the quality and efficiency of classroom teaching driven by a relaxed and moderate teaching rhythm, so that primary school students can conduct a more objective, scientific and comprehensive analysis of musical works.

Secondly, give full play to the advantages of multimedia. Under the new situation, multimedia is favored by more and more educators with its unique advantages.

Teachers must maximize the advantages of multimedia based on a deep understanding of this point to ensure that students can deepen their understanding of music knowledge, music forms, music themes and other content under the guidance of sound, electricity, light, shadow and other content analysis and interpretation. For example, when learning music, teachers can present the course content in front of students in the form of mind maps, or they can.

Appropriately quote some content related to the course content into the teaching process, so that students can have a more comprehensive and in-depth understanding of the music course in a lively learning atmosphere.

3. Guide primary school students to experience the music situation

Sensitivity to music situations is an important part of primary school students' music appreciation ability. Teachers must not only create relaxed, interesting, exciting and vivid teaching content during the classroom teaching process, but also provide students with just the right guidance during the teaching process so that they can better feel the unique charm and unique expressive power of music. For example, during the music classroom teaching process, the author often guides students to have a deeper understanding of the course content through practical activities such as scene reproduction and role play. In this way, students can not only have a more comprehensive appreciation and analysis of musical works in an immersive experience, but also effectively improve their musical aesthetic abilities.

All in all, although music teaching has not yet been included in the local unified examination and is a compulsory subject, the improvement of music aesthetic ability will promote the future development of primary school students. Teachers must face up to the importance of music education and introduce some exciting and interesting content into the teaching process to ensure that primary school students can effectively improve their music aesthetic ability during the music course learning process, so as to better understand the beauty of music.

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**PROBLEMS OF ART EDUCATION IN THE MODERN WORLD
AND PROSPECTS FOR ITS DEVELOPMENT**

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The problems of modernization of modern education are constantly the subject of study and debate. What are the guidelines in modern education? What problems need to be solved at all levels of the educational system? What strategic goals should be set for the state when addressing education issues? These and many other questions concern researchers and practitioners today. This also applies to art education, as part of the general education system.

The Chinese book «Cihai» explains art as a special way for humans to grasp the world with emotions and imagination as characteristics, that is, to reproduce reality and express the emotional world through aesthetic creative activities, and to achieve mutual objectification of aesthetic subjects and objects in imagination. As an ideological art, its main value is to meet people's different aesthetic needs, record and describe people's emotions and social life, and then subtly influence and guide people's ideological consciousness and social cognition in the spiritual field.

In the history of modern aesthetics, it is generally believed that «art education» originated from the pre Qin period in China and the ancient Greek period. At that time, «art education» was considered to have three most obvious characteristics: maintaining rule, meeting the needs of political and religious