

Now, with the innovation of technology, the development of music technology is more and more rapid, and the high technology like “Alpha brainwave music” has been born, but these technologies are still in the initial stage, and there is still a long way to go.

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DIAGNOSIS OF LOWER GRADE STUDENTS PERFORMANCE IN THE PROCESS OF MUSIC AND AESTHETIC EDUCATION

The article explores the methods and criteria for evaluating young students' progress and abilities in music and aesthetic education. It discusses the importance of early diagnosis in identifying students' strengths and weaknesses, tailoring teaching methods to individual needs, and fostering an appreciation for the arts from a young age. The article also covers various assessment tools and strategies to measure students' performance effectively, ensuring that the educational process is both engaging and beneficial for their artistic development.

Keywords: diagnosis, lower grade students, Music and aesthetic education.

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ДИАГНОСТИКА УСПЕШНОСТИ УЧАЩИХСЯ МЛАДШИХ КЛАССОВ В ПРОЦЕССЕ МУЗЫКАЛЬНОГО И ЭСТЕТИЧЕСКОГО ВОСПИТАНИЯ

В статье исследуются методы и критерии оценки успеваемости и способностей школьников в музыкально-эстетическом воспитании. Обсуждается важность ранней диагностики для выявления сильных и слабых сторон учащихся, адаптации

методов обучения к индивидуальным потребностям и формирования понимания искусства с раннего возраста. В статье также рассматриваются различные инструменты и стратегии оценки для эффективного измерения успеваемости учащихся, гарантируя, что образовательный процесс будет одновременно интересным и полезным для их творческого развития.

Ключевые слова: диагностика, учащиеся младших классов, Музыкально-эстетическое воспитание.

The importance of musical and aesthetic education of young people to form their spiritual world in modern conditions of the information society is clarified. The approaches of scientists to understanding the phenomenon of «musical and aesthetic education» are generalized, which gives grounds to assert that this concept is: a component of the spiritual development of the individual, his artistic and emotional sphere, aesthetic attitude to the surrounding reality; a means of developing his musical abilities in the process of conscious perception of works of musical art and critical attitude to musical phenomena; a specially organized purposeful process of forming musical qualities and musical and aesthetic consciousness of the individual [1].

At the present stage in education there is active process focused on implementation traditions and cultural experience in modern times pedagogical system, in which personality can actively develop. Current the problem of introducing children to the truth becomes values of national original art, nurturing love and interest in authentic but multinational culture as a system of theoretical values, which allows the development satisfy spiritual needs and cognitive interests of schoolchildren. It must be taken into account that the composition is modern of small school classes becomes micro-space of cultural diversity and includes children of different nationalities. The determining factor in introducing students to cultures of the world, a factor in the dialogue of cultures should become a multicultural aesthetic environment, organized in a comprehensive school. Multicultural aesthetic environment as subject artistic environment, filled imbued with a multinational culture may should create an opportunity for improvement formation and development of the student's personality as personality creative, spiritually rich.

Musical and aesthetic education, educational carried out in a given environment takes a special place in the structure of spiritual and moral the formation of a modern student's personality.

Music as an emotional-sound form of giving spiritual experience, preserving and revealing wide range of emotions, feelings and ideas peoples, is an effective means in searching for ways and levels of interaction and understanding mania between schoolchildren of different nationalities. With musical and aesthetic education the tangy of youth and society binds prospects for the spiritual and moral development of the people, the revival of national traditions, increasing understanding the cultural level of the people, because, having a powerful impact on the development of students citizens, it helps to stop manual processes observed in modern society, contributes to the development of interest in musical culture of representatives of various peoples.

Modern pedagogical science, involving the development and design of process of musical and aesthetic education, takes into account the needs of various ethnic groups in preservation of their culture, introduces students to variety of customs, norms of behavior with the aim of formation in schoolchildren of the ability to apply understanding of different musical cultures and careful relationship with them.

The diagnosis of music and aesthetic education of lower grade students can be carried out from the following aspects:

1 Interest and perception: Lower grade students usually have a strong curiosity about music, they like to listen to children's songs, simple pop songs, and also like to participate in some simple music games and rhythmic activities. They have a limited perception of music, but

a certain sensitivity to basic musical elements such as rhythm, pitch, and timbre. Through these activities, teachers can cultivate students' interest in music and gradually guide them to perceive the basic elements of music.

2 Listening and expression: Lower grade students like to listen to stories and simple explanations, so teachers can appropriately add some story elements in music teaching, so that students can more easily understand and accept in the listening process. At the same time, they also like to express their feelings and ideas, and teachers can encourage students to express their feelings and understanding of music through singing, rhythm, performance and other forms.

3 Artistic expression: Lower grade students have limited artistic expression ability, but they like to express their feelings and ideas through body movements, painting, handmade and other ways. In music teaching, teachers can guide students to express music through body movements, dances, percussion instruments and other ways to help them develop physical coordination and sense of rhythm.

4 Aesthetic consciousness: Lower grade students have begun to form a preliminary aesthetic consciousness, they like colorful and cute music works, but also like simple and bright, full of childlike music style. Teachers can guide them to appreciate some simple and beautiful music works, cultivate their aesthetic consciousness, and gradually guide them to form a correct aesthetic concept.

The diagnosis of music and aesthetic education for lower-grade students involves assessing their current level of understanding, skills, and interests in music and aesthetics. This process is crucial for tailoring educational programs that cater to the specific needs and abilities of these young learners. Here's a structured approach to conducting such a diagnosis:

1 Define Objectives. First, clearly define what you aim to achieve through the diagnosis. Are you looking to identify basic musical literacy, assess creativity in relation to aesthetics, or gauge interest levels in various forms of art?

2 Select Appropriate Assessment Tools. Choose tools that align with your objectives. These can include: Observation Checklists: For observing students' behavior during music classes or when engaging with visual arts. Questionnaires/Surveys: To gather students' opinions on different types of music or art they have encountered. Performance Tasks: Where students demonstrate their musical skills or create artwork based on given themes. Standardized Tests: If available, standardized tests designed to measure musical knowledge and aesthetic appreciation [2].

3 Administer the Assessment. Implement the chosen assessment methods. Ensure that the environment is conducive for learning and that students feel comfortable participating.

4 Analyze Results. After collecting data, analyze it to understand each student's strengths, weaknesses, and areas of interest. Look for patterns among the group as well as individual differences.

5 Develop a Profile for Each Student. Based on the analysis, develop a profile for each student. This should include: Musical Skills: What instruments they play, their ability to read music, etc. Aesthetic Appreciation: Their preferences in music and art, how they respond to different styles. Creativity: How they express themselves creatively, either musically or artistically.

6 Plan Educational Interventions Use the profiles to plan targeted interventions. This might involve: Individualized Instruction: Tailoring lessons to address specific skill gaps or interests. Group Activities: Organizing activities that cater to the collective interests of the class. Resource Allocation: Providing access to resources that support identified areas of strength or need [3].

7 Monitor Progress. Regularly monitor students' progress through ongoing assessments and observations. Adjust plans as necessary based on observed improvements or new insights gained. Listening Skills: Does the student show interest in listening to different genres? Do they seem to enjoy the experience? Instrumental Skills: Can the student play any instruments? Which ones? Do they show enthusiasm for playing? Creative Expression: Does

the student participate in creative projects related to music? How do they contribute?
Response to Feedback: How does the student react to constructive feedback about their performance or work?

Analysis of scientific and methodological material, and also experience in teaching work with junior schoolchildren allowed to highlight the criteria components, characteristics representing musical and aesthetic education of junior schoolchildren in multicultural environment of a comprehensive school: cognitive, motivational-need, emotional-volitional, communicative-activity.

1) cognitive component – basic music visual and aesthetic experience of junior schoolchildren: music awareness of culture of the peoples, quality of special knowledge, skills and abilities. Indicators: sufficient level of special basic knowledge: knowledge of songs, composers, holidays; musical abilities, which include rich mode-pitch, rhythmic, timbre, dynamic, intonation, visual abilities properties; artistic and creative skills which include mastery of vocal choral, choreographic, instrumental performing skills and abilities;

2) motivational-need component – a system of personal motives, musical aesthetic interests, tastes and needs of junior schoolchildren which reveal students' focus on vocal and choral field of musical art of the peoples and contribute to the development of musical aesthetic education of students. Indicators: interest and desire of the individual for “community” appreciation of new musical experiences; active, sustainable, conscious desire to develop and master musical material multicultural orientation; the child's need to master various types of musical performing activities and the need to own this activities;

3) emotional-volitional component – power learning methods of volitional self-regulation and the ability to experience the music being performed; mastery of artistry and emotional expression activity in the embodiment of artistic plan. Indicators: possession of imaginative thinking, developed fantasy, creative imagination; mastery of artistry and emotional expressiveness in the embodiment of artistic the main idea of a musical work.

Low level of musical and aesthetic good breeding is characterized by small knowledge in the field of musical art, absence or weak expression with a keen interest in the musical culture, naive-realistic perception the introduction of the musical culture of various peoples. Children cannot name the composition authors and their works, passive, unemotional, have no favorite songs, study without desire. They lack creativity imagination and active beginning in creativity. Younger schoolchildren are unexpressive and indifferent. They get lost on stage, control their actions while singing with difficulties; their movements are not free, unnatural. This level is characterized by reluctance to participate in a joint artistic and aesthetic activity, criticism from classmates, awareness of own superiority [4].

The average level is expressed when younger schoolchildren have shallow knowledge of the subject field of musical art, some demonstrate interest in music. Children are quite familiar with the composers, but cannot name their musical preferences, they know some folk songs, but they perform them unemotionally, often they only know the words to the first verses. Students are easily involved in rehearsal work. Schoolchildren respond to the proposal to participate in joint artistic-aesthetics concert activities and exhibit some attention to national, individual characteristics of classmates. During performances, children worry, but control their actions; their movements are not free enough and unnatural.

High level of musical and aesthetic the personality of the schoolchild is characterized by attentiveness and activity to musical classes, deep knowledge in the field of musical art, interest in musical culture, harmony of rational and emotional beginnings. These students are eager to learn new vocal works, willingly engage in technical working out. Children express desire actively participate in joint artistic but creative activity. Levels of development of fantasy and creative imagination are high; They feel free and natural on stage.

To sum up, the music and aesthetic education of lower grade students can be diagnosed from the aspects of interest, perception, listening and expression, artistic expression and aesthetic consciousness. In the teaching process

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SPECIFICS OF THE PSYCHOLOGICAL WELL-BEING AND HAPPINESS IN LOVE OF COLLEGE STUDENTS

The article examines the problem of psychological well-being and happiness in love among students. The theoretical review presents an analysis of the factors that shape psychological well-being and happiness in love, and also provides the obtained empirical data, the result of which is that economic conditions and economic stability are important for girls, while boys are more interested in social support and general interests. Boys are more likely to have love that is characterized by commitment without intimacy or passion. Girls more often find themselves in conditions of dizzying courtship and then marriage, but in such love, obligations are built on the basis of passion without the stabilizing influence of intimacy. They also strive for an ideal relationship.

Keywords: psychological, well-being, happiness, love, students.

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СПЕЦИФИКА ПСИХОЛОГИЧЕСКОГО БЛАГОПОЛУЧИЯ И СЧАСТЬЯ В ЛЮБВИ У СТУДЕНТОВ

В статье рассматривается проблема психологического благополучия и счастья в любви у студентов. В теоретическом обзоре представлен анализ факторов, формирующих психологическое благополучие и счастье в любви, а также приведены полученные эмпирические данные, результатом которых является то, что для девочек важны экономические условия и экономическая стабильность, тогда как мальчики больше интересуются социальной поддержкой и общими интересами. У мальчиков чаще встречается любовь, характеризующаяся преданностью без близости или страсти. Девушки чаще попадают в условия головокружительных ухаживаний, а затем замужества, но в такой любви обязательства строятся на основе страсти без стабилизирующего влияния близости. Они также стремятся к идеальным отношениям.

Ключевые слова: психология, благополучие, счастье, любовь, студенты.