

Integration of main directions of development of preschool children in innovative successive educational system "World of Music"

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Abstract. This article describes an innovative education system of pre-school music education "Music world" by T. I. Baklanova, and G. P. Novikova included in a new system of Russian preschool education "Paths". The education system "Music world" consists of an author's concept, an integrated programme of musical education, training, development and improvement of health of children of preschool age (3-7 years), two grants for children, methodical recommendations for tutors and musical directors of preschool educational organizations. This education system is developed on a successive basis with a set of textbooks "Music" of T.I. Baklanova ("Planet of Knowledge" series). The integrated approach to five main directions of development and education of children included in the new Federal state educational standards of preschool education is applied in the education system "Music world" for the first time. It is social and communicative, informative, speech, art and esthetic and physical development. These directions are realized in "Music world" in several interconnected interdisciplinary contexts: axiological, cultural and historical, ethnocultural, etc. Polycontextual approach to development of maintenance of preschool music education in combination with integration in him all directions of development and education of preschool children causes scientific novelty, practical importance and efficiency of the education system "Music world".

1. Introduction

In "the Federal state educational standards of preschool education" (hereinafter the FSES), approved in 2013, the five areas of development and education of children (education areas) are:

- socio-communicative development;
- cognitive development;
- speech development;
- artistic and aesthetic development;
- physical development.

Traditionally musical development and education of children in preschool educational organizations relate to only one of these areas – artistic and aesthetic. However, music has a much broader pedagogical potential, which led the authors of this paper to the idea of integration of all the above mentioned directions in pedagogical process of designing innovative educational systems "Music world" for children from 3 to 7 years [1,3,6,13,14,15].

2. General characteristics of education system "Music world"

The considered system consists of the following components: conception [10]; the programme "Music world" [11,14,16,17,18], entering the Approximate main educational program of preschool education "Footpath" [23]; content of lessons with children from 3 to 7 years, methodical recommendations to teachers of preschool educational organizations [14,15], and also two text-books "Music world" for children from 5 to 7 years [12,13]. From our point of view, the creation of any new promising models of music education that enables to solve effectively the problem of artistic and aesthetic development of personality, should be implemented in the multidimensional system of integrated interdisciplinary contexts. The polycontextual approach to selection of maintenance of preschool music education [10] opens new opportunities and prospects both for art and esthetic development of children which is put forward and conceptually proved by us, and for realization of all another directions of development and education of children provided by the FSES in preschool educational organizations. In our educational system "Music world" is highlighted, along with artistic and aesthetic context, axiological, cultural-historical, ethno-cultural, informationological, aesthetic, semantic, and art therapy contexts. On their basis the content of each of

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the two sections of the "Musical world" (for children of 3-5 years and 5-7 years) were developed. The first section,- "Musical routes" includes the following thematic units:

- Music world of the nature
- Music world of a home
- Musical world of a native city (village)
- Musical world of different countries
- Fairy-tale music world

The second section is "Music discoveries". It includes the following topics:

- Music alphabet
- Music calendar
- Music clock
- Music globe

3. Main directions of development of personality, integrated in education system "Music world" based on polycontexture approach

3.1. Social and communicative development

For social and communicative development of preschool children in the course of classes in the program and manuals of the educational system "Music world" priority value has its axiological (that is, valuable) context.[9] It creates pedagogical conditions for formation and development with a material and means of musical art of spiritual and moral values and ideals of an individual in accordance with modern national education ideal as formulated in the Federal "Concept of spiritually-moral development and education of a person of a citizen of Russia" (2009).

It is necessary to emphasize that the axiological context of maintenance of education system "Music world" is an overcoming factor in the course of music education of conflicts of spiritual and moral and art and esthetic formation of the identity of a child in contradictory, often aggressive in relation to his mentality, modern cultural and information environment. This context is intended to contribute to repression of the child by means of musical art inhuman, immoral and anti-artistic images and ideals that are alien to cultural-historical psychology of Russian consciousness, and replacing them with better images and ideals of national artistic culture.

Not by chance the programme content is based on purposefully selected musical images of nature, fantastic characters, a man, the people, our Motherland. An artistic creative content of music pieces recommended for performance and listening reflects such moral values as love to Russia, to Mother Nature, the people, my family, our home, etc. Works of art included in "Music world" for listening, singing, elementary music-making, moving to music embody traditional Russian culture, the images and ideals of man and such qualities of the real and fairy tale characters, as kindness, wisdom, beauty, courage, honesty, fairness, resourcefulness, ingenuity, industriousness, a capacity for compassion and mercy, and many others.

3.2. Cognitive development

Cultural and historical, ethno-cultural [8] and information logical contexts of the education system "Music world" promote cognitive development. The cultural and historical context helps teachers to implement education system "Music world" to develop children's initial knowledge about music as part of culture, relationship of musical art to the history of different countries and peoples. Due to ethno-cultural context, children are able to meet at music lessons basics of folk culture, folk games, festivals, with different kinds of folk art, some other aspects of life of different peoples of Russia and other countries of the world. Informationological context helps kids to learn about modern sources and means of musical information, including the Internet.

3.3. Speech development

Speech development, according to the FSES, includes possession of speech as means of communication and culture. A key to speech development of children in classroom music is the semantic context of the education system "Music world". In this context, music teachers focused on acquaintance of children with peculiarities of musical language and musical work as the main carrier of its meaning. The basis for modeling semantic space of the education system "Music world" was based on concepts such as music space and space in music; musical time and the time in music; musical movement and movement in music; the subjects and the objective world in music.

Among the various activities in "Music world" of proposed tasks and activities for the enrichment of the palette of prosodic speech of children through the exploration of intonational diversity of musical art. The program also includes musical tongue twisters, fairy tales, music and speech therapy exercises.

3.4. Artistic and aesthetic development

Artistic and aesthetic development of a person through the system "Music world" provides its artistic and aesthetic context. It consists in the disclosure of the relationships of music with other kinds of art and, in General, artistic culture, in the direction of music lessons on the formation of children's concepts of beauty in art and life, aesthetic needs, interests and tastes. Increase efficiency of artistic and aesthetic development of preschool children contributes to application system-activity approach in "Music world". Priority activities in this system are choral singing, playing a toy and simple folk musical instruments in noise and an orchestra ensemble, musical and theatrical activities, rhythm and plastic improvisation based on images of nature, fairy tales, etc., as well as initial acquaintance with the basics of music literacy[16].

3.5. Physical development

Physical development of children of 3-7 years contributes to art therapy the context of the system of

"Music world"[6]. It includes various exercises and tasks on breathing, sound, vocal art therapy, games therapy, folk therapy, etc., adapted by experts to work with normal preschool children for the purpose of prophylaxis of psychosomatic diseases.

Rhythm-plastic improvisation to music help to develop coordination and flexibility, promote proper formation of the muscle and skeleton system of the body, development of balance,

Playing musical instruments helps to develop fine motor skills of hands. Also physical development of children occurs by means provided for in "Musical world" with moving to music (walking, running, jumps, turns, etc.), outdoor games with songs, dances, etc.

For moving to music, musical and choreographic and musical improvisations, imitative sounds, but also integrated music and visual arts in "Music world" offered a variety of visual-auditory and plastic images. For example, visual-auditory images: the gurgling brook, leaves rustling, wind whistling, waves splash, and storm cries like a child, etc. Among plastic images: yellow leaves flying, swirling snowflakes, snowdrop blossoms, grows sunflower, tree branches swaying, flock birds singing, flying crane flock, the frog Princess dances, my good fellow plows the land, knights in the Outpost.

4. Conclusion

Based on the above we can draw the following conclusions:

- in modern conditions requires the rejection of unilateral (artistic - aesthetic) orientation pre-school music education and its reorientation to participate in all main directions of development of child's personality;
- the content of modern pre-school music education should be developed in several interrelated contexts, revealing the relationship of music with culture, history, cross-cultural communication, modern information and computer health-saving technologies, other spheres and means of personal development.

Testing and implementation of the education system "Music world" in preschool educational institutions of Moscow, Lipetsk, Nizhny Novgorod and other cities has revealed effectiveness of integration in the system of the main directions of education and development of children from 3 to 7 years.

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