INTERDISCIPLINARY CONNECTIONS IN MUSIC LESSONS

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ABSTRACT

This article examines interdisciplinary connections in music lessons at school as an important element of the educational process. Emphasis is placed on the integration of music with other disciplines, such as literature, history, mathematics, geography and art. Examples of the use of an interdisciplinary approach that contributes to a deeper understanding of music and the development of students' creative abilities are given.

Keywords: Music, interdisciplinary connections, education, integration, personality, learning, culture.

INTRODUCTION

The most important task of modern school education is the formation of a highly developed personality, capable of effectively assimilating knowledge, making unconventional decisions and able to think creatively. Changes in the life of a modern school require a music teacher to be able to give the educational process a developmental character, to activate the thinking activity of students.

Music is not just a set of sounds, but a whole world in which various aspects of human culture intersect. In school education, an important element is not only teaching the basics of music literacy, but also creating connections with other subjects. Interdisciplinary connections in music lessons allow students to see how music intertwines with literature, history, mathematics, and art, which in turn enriches their knowledge and develops critical thinking.

A music lesson is a lesson in creativity. Creativity is an activity that generates something qualitatively new and unique, it is a process that can lead to the creation of some product (a song, a musical piece, a poem, a drawing, a dance). Therefore, students from the very first lessons need to be involved in this process.

The use of musical means can be considered appropriate for the following reasons:

1. Aesthetic education is carried out through the use of musical fragments.
2. The principle of clarity is used, since students not only hear the sound, but also see the source of the sound, in particular the string vibrating. The use of a tuning fork does not allow demonstrating the vibration of its branches, due to the small amplitude, and the vibrations of the string are noticeable to the human eye.
3. Students' logical thinking is developed through the principle of causality. For example, when introducing the concept of sound vibrations, the following thoughts are conducted when answering the question of where the sound comes from: an external force excites vibrations in a string, this is demonstrated, these vibrations spread in the air and reach our ear, we hear the sound, therefore the sound is vibrations.
4. The principle of novelty is used. Few students in secondary schools have access to musical instruments, so the presence of one in the lesson arouses involuntary attention, interest, and also involuntary memory based on sensory perception, which is preserved much longer than voluntary memory.

Comprehensive introduction of a child to the world of art is the most important task of artistic pedagogy. Among its main goals are the education of spirituality, a moral attitude to nature and the human personality, the development of artistic taste and associative-figurative thinking. The introduction of interdisciplinary connections into the art course and into the practice of a comprehensive school is advisable from the point of view of the knowledge of art itself, in which, as is known, “pure” forms not mediated by external influences are rarely encountered.

Fostering a love for nature, a kind attitude towards the surrounding world - this is the main goal of the lesson, and it is achieved through interdisciplinary connections with art, cinema, music, poetry. But it is also possible to combine it with other school subjects - technology, mathematics, the surrounding world, history.

Interdisciplinary connections are embedded in the cognitive activity of students. The structure of learning includes: the process of educational activity and assimilation of educational material. Schoolchildren not only acquire specific knowledge, skills, abilities, but also master methods of action in relation to the assimilated content.

Interdisciplinary connections contribute to the improvement of the educational process, have a multifaceted impact on the junior schoolchild, developing in him such qualities as intelligence, efficiency in the application of knowledge, understanding of the universal connection, and form various learning skills. The study of music can only be ensured on the basis of interdisciplinary connections, which raise the entire learning process to a higher level, form the interest and activity of students.

LITERATURE REVIEW

The most complete substantiation of the importance of interdisciplinary connections was given by the outstanding Russian educator K.D. Ushinsky. He emphasized how important it is to systematize knowledge as it accumulates: “A head filled with fragmentary knowledge is like a storeroom in which everything is in disarray and where the owner himself will not find anything; a head where there is only a system without knowledge is like a bench in which all the drawers are labeled, but the drawers are empty.” In the conditions of a modern school, there is a need to form in students general knowledge and skills that have the property of wide transfer. These skills, formed in the process of studying any subject, are then freely used by students in the process of studying other subjects, as well as in practical activities.

A comprehensive study of the problem of interdisciplinary connections is of fundamental importance both for the development of scientific and theoretical foundations of pedagogy and for the practical activities of teachers. It is interdisciplinary connections that are called upon to provide a unified methodological basis for the subject system as a whole based on the identification of such systematizing scientific ideas that should permeate teaching in all subjects. The learning process as a whole is inextricably linked with this pedagogical category of " interdisciplinary connections". The interpretation of this concept in the literature is ambiguous. In the "Pedagogical Dictionary" it is defined as the mutual coordination of curricula in various subjects. R.F. Fedorets defines interdisciplinary connections as a pedagogical category "to designate synthesizing integrative relations between objects, phenomena and processes of reality, reflected in the content, forms and methods of the educational process and performing educational, developmental and educational functions in their organic unity". The content of any subject is, in one way or another, connected with other subjects studied.

Interdisciplinary connections, first of all, presuppose mutual coordination of the content of education in various subjects, the construction and selection of material, which are determined both by the general goals of education and by the optimal consideration of educational and training tasks determined by the specifics of each subject.

Considering the determinacy of the types of interaction of arts by the didactic and educational goals of the educational process, G. P. Shevchenko also identifies the correlative type of interaction of arts – creation of an emotional mood in the classroom and in extracurricular work; interdisciplinary connections , where one of the types of art is dominant, and works of art are selected according to the principle of thematic similarity, and the creative-transformative type – transmission of the artistic image of one art by means of another. The interaction of interdisciplinary connections in lessons and in extracurricular work, noted by G. P. Shevchenko, contributes to the establishment of a linguistic community of various types of art, based on the "simultaneity" and "parallelism" of the emotional perception of works.
The problem of interdisciplinary connections in methodology has always received a lot of attention. The need to take into account the relationship between disciplines is discussed in the works of outstanding educators of the 18th – 19th centuries: J.A. Komensky, D. Locke (advocated for the interconnected teaching of history and geography), I.G. Pestallozzi, I.F. Herbart, as well as in the works of educators and methodologists of the 19th century: V.G. Belinsky, V.F. Odoevsky, K.D. Ushinsky, N.K. Krupskaya; their successors in the 20th century were methodologists E.N. Kolokoltsev, V.G. Marantsman, N.M. Svirina, S.A. Zinin and others.

METHODOLOGY

Consider how music and literature can be integrated. When studying the works of great writers, one can pay attention to how musical motifs permeate their texts. For example, when reading the poems of Alexander Blok, which often mention music, the teacher can suggest that students listen to corresponding pieces of music, such as compositions by Rachmaninoff or Tchaikovsky, which convey the same atmosphere. This will not only help students gain a deeper understanding of poetry, but also develop their musical ear and sense of rhythm.

Another example is the connection between music and history. When studying historical events such as the Great Patriotic War, one can turn to the music of that time. Songs written during the war are an important cultural legacy and can serve as a tool for discussing topics such as patriotism and sacrifice.

Music and mathematics can also be closely related. The sound of music can be viewed through the lens of mathematical concepts such as rhythm and meter. Music lessons can explain how musical intervals relate to number sequences, and how different meters and rhythms can be expressed mathematically. The teacher can encourage students to create their own rhythmic patterns using geometric shapes or simple mathematical operations, which will help them see how mathematics and music interact in a practical way.

Integrating music with art opens up other interesting possibilities. When studying visual art, one can discuss how composers and artists inspired each other. For example, when analyzing the works of Claude Monet, a teacher might invite students to listen to Tchaikovsky's Symphony No. 6, which was inspired by the painting. Students can create their own artwork to music, giving them the opportunity to express their emotions and ideas through different forms of art.

The connection between music and geography has always been considered as a manifestation of the cultural identity of the peoples living in a certain territory. For example, Throat singing is characteristic of northern peoples, ditties are a Slavic musical tradition, and opera has always been perceived as a manifestation of the traditional musical heritage of Europe. All these examples show how strongly music is connected with the real life of man and society and is inseparable from it, since it is a direct result of the development of social relations and the historical process.

ANALYSIS AND RESULTS

The methodology of teaching music lessons through interdisciplinary connections is a system of methodological techniques and practical tasks of various kinds, based on the fact that the environment is capable of integrating the diversity of the subject world, including artistic forms, rhythms, color combinations, sounds, smells, etc. Therefore, the study of art takes place through a spatial environment. It is taken into account that the arts originate and exist in several subject-spatial environments at once:

♦ environment of the historical era;
♦ space of nature and living environment;
♦ space and time of creation of musical works;
♦ subject-spatial representations of the musician-author;
♦ environment of communication between the musician and people living nearby;
♦ artistic space that arises during the creation of music;
♦ the spatial environment and surroundings in which the musician creates;
♦ space of sound, color, light, movement, etc.

The methodology of teaching music lessons through interdisciplinary connections as one of the ways of intellectual development of schoolchildren makes it possible to:

- include different types of artistic thinking;
- visually observe the development of differentiated vision in the process of different types of perception (visual, auditory, sound, words, movement, sensation, touch) and practical activities;
- to master the cultural history of the native land, the world artistic heritage;
- to develop fantasy and imagination, students' own creativity, independent generation of a musical product in various forms of art.

DISCUSSION

It is important to note that interdisciplinary connections in music lessons not only enrich the educational process, but also help to form a holistic perception of the world in students. Music, literature, history, mathematics and art become inextricably linked elements of one big picture, in which each component complements and enriches each other. As a result, students not only study music as a separate subject, but also understand its role in a broad cultural and social environment.

Thus, interdisciplinary connections in music lessons at school are an important tool for creating a deeper and more holistic educational environment. They contribute to the development of creative abilities, critical thinking and creativity in students. Integrating music with other subjects not only enriches the learning process, but also makes it more interesting and meaningful for students. Ultimately, the goal of education is not only the transfer of knowledge, but also the formation of a harmoniously developed personality capable of thinking creatively and critically, and music is one of the best ways to achieve this goal.

In addition, cross-curricular connections can help develop students' creativity and critical thinking. Music lessons can include projects where students are required to create not only musical compositions, but also accompanying lyrics, graphics, or even videos. This allows them to apply their knowledge and skills from different fields to create a coherent piece.
Modern educational technologies open up new horizons for interdisciplinary learning. The use of multimedia, interactive applications and online resources makes lessons more engaging and diverse. For example, a teacher can create an interactive presentation in which students can listen to various musical fragments and study their historical context, as well as complete tasks to compare music and other artistic movements.

The principle of interdisciplinary interactions is currently the subject of active pedagogical debate, as it opens up great prospects for updating the methodological base of secondary education . All this raises the question of interdisciplinary connections as a priority in the formation of learning skills of modern schoolchildren in a new way . The starting point in this case is the process of cognition itself, which can take place both within the educational system and in personal communication. At the same time, with the same volume of information received, its value increases, since students learn not only to assimilate knowledge, but also to apply the knowledge gained in one lesson both in the study of other subjects and in life.

CONCLUSION

Interdisciplinary approaches are in line with the current problems of modern education. Focus on the integrity of perception of the world by schoolchildren objectively reflects the demands of the present time. Changes in social relations, improvement of information technologies, multifunctionality of labor - all this makes multifaceted demands on a modern schoolchild, focused on the polyfunctionality of his knowledge and skills, the ability to apply and improve them in new life situations. The process of developing musical knowledge is a transition from spontaneous perception of music to axiologically conditioned . The connection of individual subjects of a comprehensive school due to the increasingly active implementation of the principle of interdisciplinary interactions in practice will allow solving many problems of modern school education, such as the formation of a holistic picture of the world, the development of the ability to grasp and understand cause -and-effect relationships, the formation of a holistic system of knowledge in students, and not fragmentary knowledge, etc.

The problem of interdisciplinary connections is not new, but interest in it does not decrease. The relevance of the problem lies in the fact that in a modern lesson, a full-fledged child's statement about works of art is rarely heard, children's speech does not always perform communicative-speech functions. Most students, finishing school, have no idea about the artistic experience of generations. This leads to emotional "deafness", insensitivity to beauty, complicates the formation of perception, thinking, imagination, the personality itself.

Interdisciplinary connections are a special category of teaching that influences the selection and structure of educational material for a number of subjects, enhancing the systematic nature of students' knowledge, activating teaching methods, focusing on the use of complex forms of organizing teaching, ensuring the unity of the educational process. The use of interdisciplinary connections in literature lessons promotes the development of aesthetic taste and familiarization with painting, music and cinema.

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