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## **THE METHOD OF DRAMATIZATION AT THE INTEGRATED MUSIC LESSONS**

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**Abstract.** *The article is dedicated to the actualization of the integrated music lessons in theory and artistic practice of pedagogical education. The implementation of innovative technologies in the education system will significantly contribute to the development of the information society and facilitate integration of Ukraine into the world community. The basic functions and features of the method of dramatization at the integrated music lessons were defined.*

**Keywords:** *dramatization, integration, integrated music lesson.*

*Problem statement.* In Ukraine, the integration processes are fundamental principles of education reform, along with the principles of humanization and democratization. In the system of innovative education many educational technologies based on integrative approaches are being developed and implemented. However, the question of what the integrated lesson is, still remains controversial, the issue of the implementation of the integrated lessons at initial schools is little studied, the integration principle is not provided in the

current textbooks, teachers, without clear methodological recommendations, have to solve these issues at the empirical level.

Given that a school student cannot acquire monotonous information for a long time, the combination of two or three school subjects provides the cognitive activity of children, stimulates interest in learning, and shows the interconnection between academic disciplines, their connection to life. Informative and task-oriented integrated lessons bring some novelty and originality into the conventional structure of school education, contribute to the shaping of a holistic view of the world, study all the facets of the subject, help to classify the knowledge, create favorable conditions for realization of the learner-centered and developmental teaching of younger students.

Integration processes being one of the priorities in enrichment of the educational content and intensification of the process of education, are aimed at artistic and aesthetic development of the personality, the school students' perception of the integrated, polyartistic and multicultural image of the world associated with the integrative approach to teaching artistic and aesthetic subjects in comprehensive schools.

***The purpose and objectives statement of the article.*** The purpose of the article involves defining the main features of the method of dramatization at the integrated music lessons.

The main objectives for achieving this purpose are:

- to analyze the state of the problem under study in the theory and methods of music education;
- to identify the essence of the concept of “dramatization” and emphasize its main functions;
- to describe the main features of the method of dramatization at the integrated music lessons.

***Analysis of the recent researches and publications.*** The concept of “integration” was introduced to science in 1857 by the English scientist H. Spenser. The Latin word “integration” means “renewal”, “replenishment” and explains the internal holistic relatedness of the differentiated parts and functions of the system as the highest form of interaction, a peculiarity of which is found in the interpenetration of the elements and the transition to a new quality. At the present stage of the psychology and education science development researchers consider this concept as:

- an important feature of modern science; not only its new organization, but also its internal state; it is the only condition for adequate reflection of the new subject of study, simultaneously demonstrating all its sides in their connection [1, p. 35];
- the combination of the elements accompanied by complications and strengthening relations between them [1, p. 47];

– the relationship between science and scientific knowledge, their interactions by the use of common ideas, means, research techniques of the social realm, i.e. by gaining knowledge in ever-improving forms of scholastic attainments and the means of their expression [2, p. 184].

We consider “integration” (Lat. “integratio” means “renewal”, “replenishment”, from “integer” means “the whole”) to be the concept which defines a state or a process of identification, a combination of individual sciences or their differentiated parts.

The integrated lesson in musical art being the lesson in the polyartistic activity, is aimed, firstly, at pure musical development of children, and, secondly, at the development of their general worldview and philosophic thinking. At the present stage of the study such scholars as I. Bekh, M. Vashulenko, K. Huz, V. Zahviazynskiy, M. Ivanchuk, V. Ilchenko, I. Kozlovska, Yu. Malovanyi, Yu. Samarin address the issue of the essence of integration in education, its types and forms of organization in educational institutions. Within the context of the abovementioned issue the studies with the justified idea of holistic (integrative) impact of different types of art on primary school students (E. Bielkina, N. Anishchenko, L. Masol, L. Vashchenko, O. Rudnytska, H. Padalka, H. Tarasenko, et al.) merit special attention.

In modern studies the method of dramatization at the integrated music lessons is thought of as: an independent topic learning technology (V. Karakovskiy), a structural element of some other technology (N. Koriakovtseva, Ye. Polat), a pedagogically organized game (N. Anikeyeva, A. Volovyk), the means and technology of education (S. Feyhinov, N. Schurkova), a technology for extracurricular activities with instrumental music-making (A. Utyehina), the pedagogical means of communicative culture fostering of the future teachers (Z. Pobezhymova), a presentation of the creative project (Ye. Polat).

*Basic material:* We define the implementation of the integrated music lessons in general education schools as the way to reflect the facts of life in a creative, understandable and artistic form, i.e. with the help of the method of dramatization. It helps with the formation and development of the personal qualities of each child, his/her mental capacity, emotions and artistic abilities.

In the musical art dramatization is used as:

- the means to achieve educational goals and objectives (development of creative and artistic, and musical abilities, thinking, imagination, creativity);
- the method of creative interaction between a teacher and students;
- the organizational form of lesson [4, p. 12].

At the integrated music lessons the method of dramatization is being organized according to the plot of a literary or theatrical work. All that was read, seen or heard is reproduced on the faces with the help of expressive means

of musical and voice intonations, facial expressions, gestures, posture, and staging.

In order to determine the features of the method of dramatization in musical art, we shall define and analyze its basic functions – cultural, pedagogic, developmental, communicative, epistemological, compensatory, educational and therapeutic [4, p. 19].

*Cultural function* is one of the most important: school students do not only get an impression from the works of artists, poets, composers, but also learn how to perceive the surrounding reality by the laws of aesthetics. It helps to form and develop their artistic interests, tastes and needs, create artistic and game images. Works of art help to develop not only the sense of beauty, aesthetic perception, assessment and ideals, but also the artistic culture of the school students.

*Educational function* helps school students to produce new system of values, develop their own initiative, autonomy, mutual aid; as a result the class unites together. Different in content drama games promote cultivation of aesthetic sense and needs, volitional powers and perception of the world, and help to gain the moral and aesthetic experience of the school student.

Rate of response, intellectual and behavioral flexibility, concentration, memory, reproductive and productive thinking, artistic abilities are being developed in the process of dramatization. In view of this, one can confirm its *developmental* function. Its implementation is carried out through a variety of roles, which promote figurative and associative thinking, understanding of the game, imagination and fantasy.

*Communicative* and developmental functions are closely related. It provides training in communication skills. Playing the definite role, school students interact with other participants, learn how to express their thoughts and build a dialogue.

*Epistemological function* involves gaining knowledge of new facts, events, phenomena of the outside world through visual, auditory and musical perception, the capability of “watching” the development of musical and scenic image, and dramatic action.

Dramatization compensates for children’s need in emotional communication and creates optimal conditions for the development of artistic abilities. School students can express themselves not only in one type of artistic activity, but in a few at a time. Thus, this method performs a *compensatory function*.

Dramatization as a method of pedagogy promotes the all-round knowledge of music and theoretical subjects, scenic and musical art, painting, and performance skills. Considering that in the process of dramatization not only the characters of literary and artistic and scenic works are being adapted for the stage, but also the elements of musical language, that are being learned

by the school students during the lessons, one can define the *educational function*.

*Therapeutic function* of the method of dramatization has long been known. In medicine the term “psychodrama” is widely used. In general “psychodrama” means a combination of theater and therapy that can create conditions for natural expression of one’s own self in the definite role and self-conception. It can also help to remove the conflicts in the team [4, p. 14].

It should be noted that in teaching practice there are often situations requiring special intervention. They are characterized by affective disorders in relations both among themselves and with the particular teacher. In order to solve this problem, one can use the ability of the method of dramatization to resolve children’s conflicts based on a piece of fiction with a detailed plot, a conflict and the vivid theatrical images (positive and negative characters).

We define the use of the method of dramatization at the integrated music lessons as a way of theoretical and practical mastery of musical content, artistic knowledge and skills relevant to the objectives of individual-oriented music education.

Traditional and integrated music lesson have common parameters. These are objectives, tasks, motivations, methods of school students control. These types of lessons differ, however, in content and teaching technology. In the first case, the educational objectives and tasks are explicit, the educational motives prevail, education is realized through educational activities; in the second case they are implicit (or explicit, but mediated by the artistic and game task), game motives prevail, there is an aspiration to enter the game, education is realized through polyartistic and game activity.

Traditionally, the school students’ learning activity is dominated by the educational method; an innovative, informative, cognitive, game and polyartistic activity is provided at an integrated lesson. It combines indirect and direct impact on school students.

Modern scholars have specified several types of integrated lessons of musical art:

- the lesson of gaining new knowledge (the monolesson is based on the study of one classic, artistic, dramatic work or the creation of one composer, artist, playwright, or lesson in the form of conversation);
- the lesson of mastering skills (including theater games and dramatization);
- the lesson of generalization and systematization of knowledge (lesson in the form of contest / trip);
- revision lesson of the integrated application of knowledge and skills (including various types of artistic work and independent work of school

students; these types may be vocal, instrumental, dramatic improvisation, dialogues, staging of song, fairy tales, illustrations to short stories);

– combined lesson with several educational issues at a time (lesson in the form of concert / image / performance);

– quarter, semester, end-of-year final lesson [4, p. 12].

Using the method of dramatization at an integrated music lesson, a teacher is required to have not only special ability for music, but also the working knowledge of the elements of acting technique, fundamentals of directing, pronounced empathy and the ability to inner, spiritual transformation.

As a result, the teacher acts as a musician, an actor, a director, a playwright, a producer of music performance, competitions; a lecturer, a storyteller, a psychotherapist, a game expert.

Integrated lesson consists of different kinds of artistic activity. Nevertheless, it represents a holistic system based on interdisciplinary connections. Its most important task is to educate the personality of student, shape his/her value orientations by means of arts. Being a holistic artistic and pedagogical form, the integrated music lesson should have its own specific methodical features: the formation of empathy, comprehension of the moral and aesthetic nature of arts, and only then the acquisition of knowledge and skills.

**Conclusions:** the implementation of the method of dramatization in the integrated music lesson allows not only to introduce children to the world of the great art, but also to organize it according to the laws of theatrical performances. During the music lesson the same school student may be not only an active participant in music and stage performances, but also the audience, listener, critic, composer, director, conductor.

Consequently, the organization of musical and educational process according to the method of dramatization creates the optimal conditions for artistic and creative development of school students and contributes to their spiritual growth.

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