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**RESULTS OF EXPERIMENTAL VERIFICATION OF THE EFFECTIVENESS OF
THE METHODOLOGY OF THE BASIC SCHOOL STUDENTS' WORLDVIEW
CULTURE FORMATION BY MEANS OF MUSICAL ART**

The article describes and interprets results of experimental verification of the effectiveness of the methodology of basic school students' worldview culture formation by means of musical art. It presents the corresponding model of the methodology of basic school students' worldview culture formation by means of musical art, which consists of the target, theoretical-methodological, procedural and result-oriented blocks. Verification of results of the developed methodology showed a significant increase in the level of formation of the basic school students' worldview culture in EG. Meanwhile, the results obtained in the students of CG have undergone minor changes compared to the ascertaining experiment and testify to the insufficient use in the process of teaching musical art of forms and methods that contribute to the formation of worldview culture.

Key words: *worldview culture, basic school students, musical art, methodology of basic school students' worldview culture formation by means of musical art.*

Introduction. Today, more than ever, the issue of student youth upbringing, formation of their active civic position, responsible attitude to life is gaining special relevance. Therefore, education, particularly art, plays an important role in this process. In such a context, the problem of forming the worldview culture of an individual, including that of a basic school student, becomes particularly important.

We are convinced that every person, and especially students, should possess not only comprehensive knowledge and skills, but also have formed social competence, independence, creativity, and ability for constant personal growth and self-improvement.

We believe that musical art is one of the means of forming the worldview culture of basic school students, since it has always been and remains an integral part of spiritual self-creation of Ukrainian people, it summarizes the nation's experience, embodies Ukrainian mentality, its moral qualities and spiritual ideals. In addition, we note that musical art preserves traditions of national culture, uniqueness of the people's worldview. However, at the same time, real, true musical art is always addressed to universal spiritual dimensions. The language of musical art is an asset of universal human culture and spirituality, a carrier of universal meaning. That is, traditions of musical art are a unique source of

transmission of universal spiritual values, an opportunity to have a multifaceted influence on the spiritual development of a young person, on the formation of his worldview culture.

Analysis of relevant research. The issue of an individual's worldview culture formation has attracted attention of a number of researchers, such as: T. Horokhovska (formation of the worldview culture of future history teachers in the process of professional training); I. Kovalchuk (upbringing of the worldview culture in students of pedagogical universities by means of artistic and labor activity); N. Olkhova (formation of students' worldview culture in the educational environment of the university); V. Smikal (formation of the future teacher's worldview culture by means of art); Zhang Jianan (formation of future music teachers' worldview culture in the process of piano training) and others.

However, the methodology of worldview culture formation of basic school students, in particular by means of musical art, is currently not sufficiently covered by scientists.

The **aim** of this publication is description and interpretation of the results of experimental verification of the effectiveness of the developed methodology of the basic school students' worldview culture formation by means of musical art.

Research methods. In the process of study, a set of theoretical methods was used, including: analysis, systematization, comparison, generalization of scientific information, systems-structural, which make it possible to compare theoretical approaches to determining the main definitions and methodological tools; empirical, such as: survey, analysis of the products of students' creative activity, pedagogical experiment, methods of mathematical statistics for diagnosing the levels of formation of the basic school students' worldview culture, checking the effectiveness of selected pedagogical conditions and the author's methodology of using musical art tools for this purpose; statistical, namely: mathematical processing of research results, their qualitative analysis, display in tabular and graphical forms, methods of mathematical statistics for the purpose of summarizing the results of experimental research.

Results. In order to determine the effectiveness of the developed author's methodology of forming the worldview culture of the basic school students by means of musical art a pedagogical experiment was designed, organized and conducted.

The pedagogical experiment consisted of a number of stages (Fig. 1)

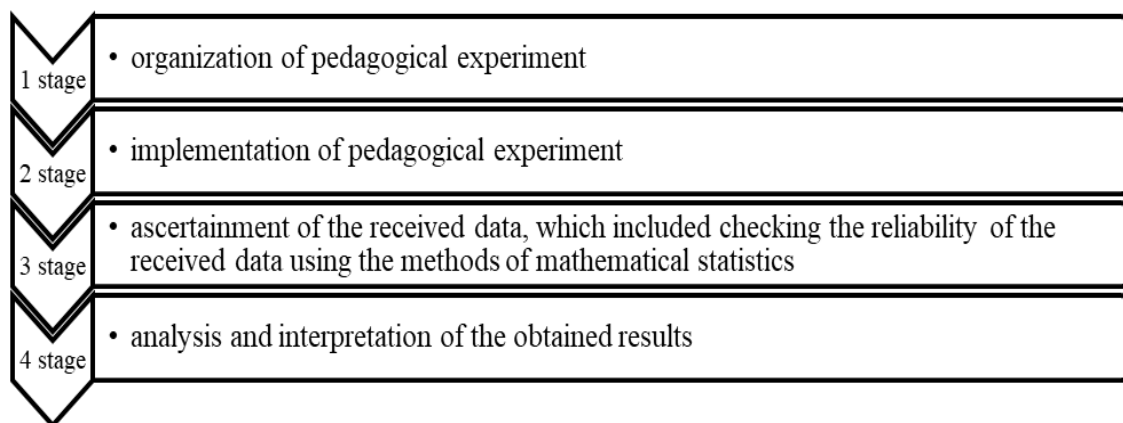


Fig. 1. Stages of conducting pedagogical experiment to check the effectiveness of the methodology of forming basic school students' worldview culture by means of musical art

During the first stage, the purpose of the pedagogical experiment was determined, its hypothesis was formulated, pedagogical conditions were determined, and the participants of the experimental training were selected.

So, the purpose of the pedagogical experiment was to check the effectiveness of the developed author's methodology of forming the worldview culture of basic school students by means of musical art, the feasibility of using the appropriate methods and forms of teaching.

To achieve the goal, the tasks of the pedagogical experiment were established (Fig. 2).

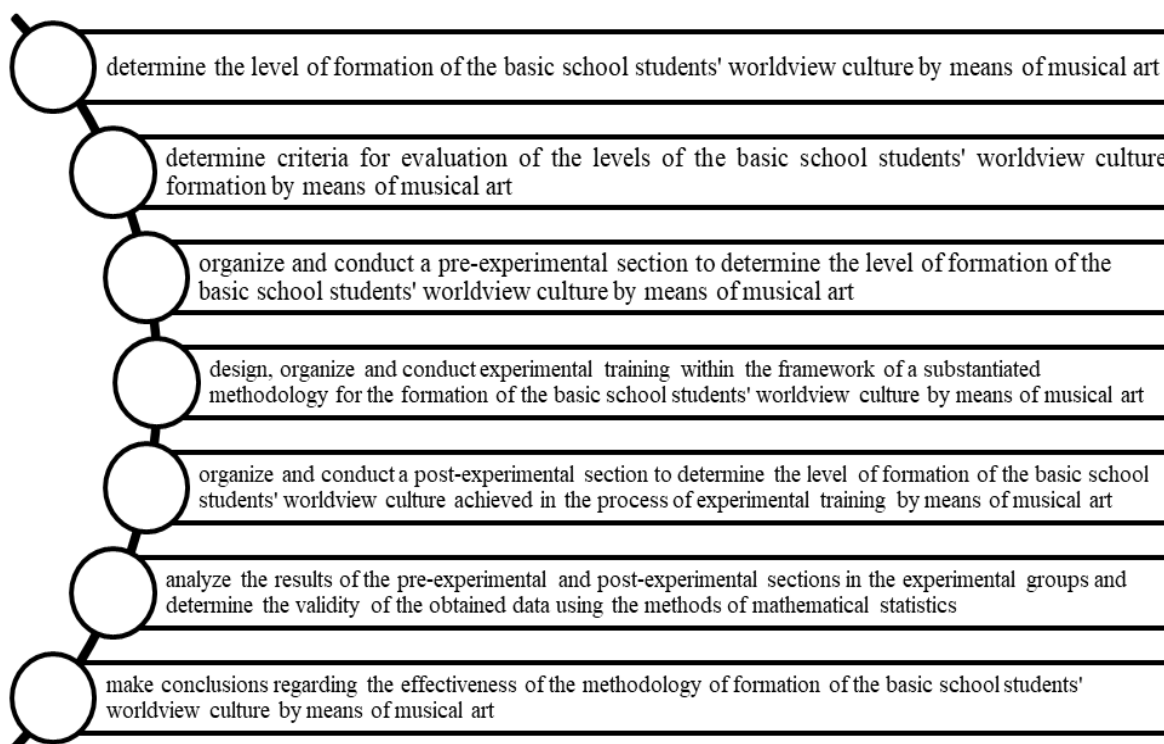


Fig. 2. Tasks of the pedagogical experiment

At the stage of organizing the pedagogical experiment, experimental materials were prepared, namely: questionnaires for students were developed, a set of methods was selected, criteria and their corresponding indicators were substantiated, the levels of formation of the worldview culture of basic school students were determined and characterized, a model of the methodology of forming the basic school students' worldview culture was developed by means of musical art (Fig. 3). This model consists of the following blocks: target, theoretical-methodological, procedural and result-oriented.

The target component reflects the goal and tasks of forming the basic school students' worldview culture. Thus, the aim of the research process is to form the worldview culture of basic school students by means of musical art. In accordance with the goal, the following tasks were proposed:

1. Formation of motivation for the constant development of worldview culture.
2. Provision of basic school students with knowledge that corresponds to the expansion of the worldview, and therefore to the increase of the level of worldview culture.
3. Creating conditions for continuous reflective activity of basic school students.

The theoretical-methodological component is represented by scientific approaches and principles of the basic school students' worldview culture formation by means of musical art.

Among the leading scientific approaches to the formation of the basic school students' worldview culture, we singled out:

- personal-activity,
- axiological,
- synergetic,
- hermeneutic,
- culturological.

Accordingly, we defined the following as the main principles of worldview culture formation:

- integrity,
- historicism,
- artistic analogies and contrast,
- individualization,
- integration.

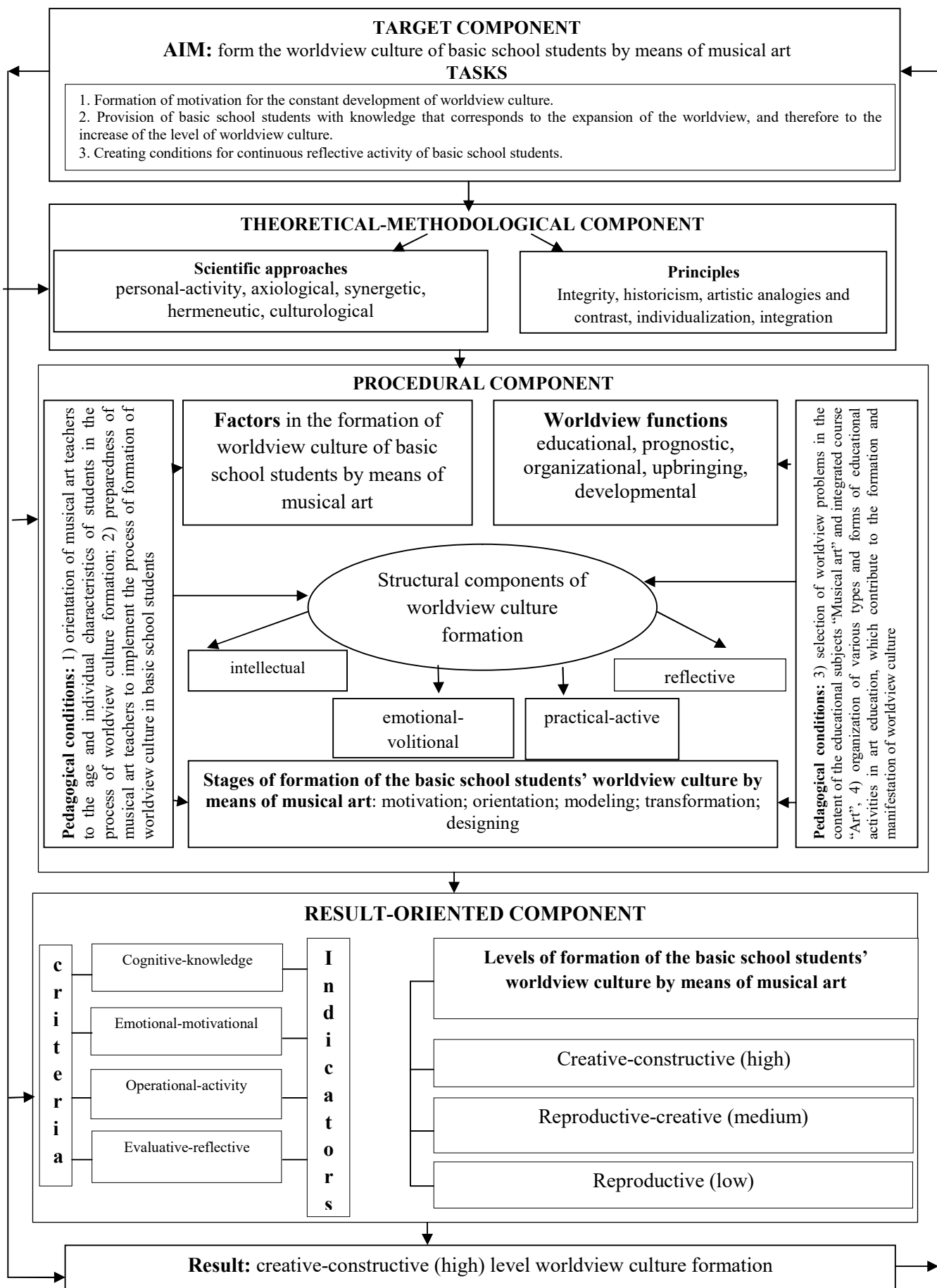


Fig. 3. Model of the methodology of the basic school students' worldview culture formation by means of musical art

Within the framework of the procedural component, the factors of worldview culture formation are determined, the structural components are singled out, pedagogical conditions are developed and justified, and the stages of the worldview culture formation of basic school students by means of musical art are determined.

The result-oriented component involves achievement of a creative-constructive (high) level of formation of the worldview culture of basic school students by means of musical art.

A thorough analysis of the basic school students' worldview culture formation involves taking into account qualitative and quantitative aspects of the specified process. Accordingly, we determined the levels of formation of the worldview culture of the basic school students through a number of criteria and indicators.

In order to qualitatively assess the levels of formation of the basic school students' worldview by means of musical art, we distinguished the intellectual, emotional-volitional, practical-active and reflective components. The identified components are interrelated and complementary.

The criteria of these components became the basis for comparing the levels of formation of the basic school students' worldview culture: reproductive, reproductive-creative, and creative-constructive.

So, the developed model of formation of the basic school students' worldview culture by means of musical art includes implementation of sequentially structured components, the content of which specifies the informational image of the modeled process.

Analysis of the theoretical prerequisites for the formation of the basic school students' worldview culture, as well as the study of didactic and methodological potential of using the means of musical art in the formation of the worldview culture, provides grounds for formulating the hypothesis of a pedagogical experiment.

Therefore, formation of the basic school students' worldview culture by means of musical art will be more effective under the following conditions:

- 1) orientation of musical art teachers to the age and individual characteristics of students in the process of forming worldview culture;
- 2) preparedness of musical art teachers to implement the process of formation of the basic school students' worldview culture;
- 3) selection of worldview problems in the content of the educational subjects "Musical art" and the integrated course "Art";

4) organization of various types and forms of educational activities in art education, which contribute to the formation and manifestation of worldview culture.

On the basis of the hypothesis formulated above, we foresee the following consequence: as a result of using the proposed methodology among basic school students, the level of worldview culture formation will increase to creative-constructive (high).

The stage of implementation of the pedagogical experiment was carried out in three sub-stages:

1) pre-experimental section, the purpose of which was to determine the initial level of the worldview culture formation of basic school students;

2) experimental training, which was conducted on the basis of a developed set of methods and involved implementation of the methodology;

3) post-experimental section, the purpose of which was to check the effectiveness of the proposed methodology for forming the worldview culture of basic school students by means of musical art.

We will briefly describe each of the sub-stages.

Based on the results of the questionnaire conducted during the pre-experimental section, it was concluded that the respondents of both the experimental group and the control group mainly had reproductive (low) – 33.3 % (EG), 21.7 % (CG) and reproductive-creative (medium) – 31.7 % (EG), 50 % (CG) levels of formation of worldview culture of the basic school students, which became a prerequisite for developing the methodology of formation of the specified phenomenon by means of musical art.

During experimental training at music lessons, the teachers used a set of methods, namely:

- 1) comparative analysis,
- 2) project method,
- 3) interpretations of works of musical art,
- 4) method of “creating what has already been created”,
- 5) method of getting forward and returning back,
- 6) method of thinking about music.

According to I. Diachenko, “one of the most effective ways to attract schoolchildren to musical classics is the method of comparative analysis of musical works, which consists in the comparison of two works by different composers that have the same or almost the same names, but clearly

differ in emotional and figurative content and means of expressiveness” (Diachenko, 2015, p. 265).

We are convinced that the specified method is appropriate to use at music lessons of basic school, because precisely in this period of study there is lack of sufficiently clearly defined forms, methods and conditions of aesthetic education of schoolchildren. We emphasize that basic school students often do not know how to think analytically, to give their own critical assessments of the phenomena of reality, and that is why this method, through creation of a problem situation, will contribute to the development of their ability to compare works of art, express aesthetic judgments and draw independent conclusions about what they have heard, and therefore their worldview culture will be formed.

Using project method at musical art lessons makes it possible to expand the worldview of children, to consolidate the studied material, to create a creative atmosphere at the lesson, to teach how to use the acquired knowledge for solving cognitive and practical tasks, to develop research skills (identifying a problem, collecting information, observation, analysis, generalization, reasoning). Projects can be role-playing (e.g. acting out fragments of composers’ biographies, dramatization of songs), creative (e.g. musical performances, festivals), information-research (e.g. “How opera was created”, “Who was the first composer”, etc.), scripts (e.g., a script for an educational musical event for students of your class, school or several schools in the city).

O. Liashenko defines artistic interpretation of the works of various types of art as an artistic-creative activity, which includes perception of the work (initial familiarization) – comprehension (creation of one of the variants of the product of the artist’s primary creative activity) and its reproduction during verbal and performing communication with audience (Liashenko, p. 61).

The method of “creating what has already been created” requires independence in obtaining knowledge (e.g., while studying creative path of a composer, in the process of getting familiar with a composer’s musical work); creative abilities (when a schoolchild compares, transforms, chooses, creates, etc., relying on musical experience and imagination, fantasy, intuition); development of perception as an ability to individual listening and creative interpretation of music.

The method of getting forward and returning back allows establishing successive connections between the topics of the program,

forming a holistic idea of music in basic school students. Establishing such connections can be carried out at three levels: between years of study, between semester topics, between musical works. As a result of using the specified method, the studied material rises to a higher level of understanding, to a level of greater complexity and greater content, which contributes to the formation of the worldview culture of students.

The method of thinking about music is aimed at students' personal, creative individual understanding of spiritual values. Its use involves choosing a problem by the teacher and offering it to students for independent solution, paying attention to three points: 1) a task clearly formulated by the teacher; 2) a gradual solution of this task together with the students; 3) a final conclusion, which must be made and announced by the students themselves.

The results of the post-experimental section were evaluated according to the same criteria as the results of the pre-experimental section.

Verification of results of the developed methodology showed a significant increase in the level of formation of the basic school students' worldview culture in EG. Meanwhile, the results obtained in the students of CG have undergone minor changes compared to the ascertaining experiment and testify to the insufficient use in the process of teaching musical art of forms and methods that contribute to the formation of the worldview culture. This is illustrated in Table 1.

Table 1

Comparison of evaluation results of the students' worldview culture formation in the experimental and control groups

Levels	EG				CG			
	Before the beginning		At the end		Before the beginning		At the end	
	Abs.	%	Abs.	%	Abs.	%	Abs.	%
Creative-constructive (high)	5	8,3	22	36,7	8	13,3	9	15
Reproductive-creative (medium)	19	31,7	13	21,7	30	50	24	40
Reproductive (low)	20	33,3	1	1,7	13	21,7	12	20

Conclusions. Experimental verification of the methodology of the basic school students' worldview culture formation by means of musical art proved its effectiveness.

The conducted research does not cover all the aspects of the raised problem. It is advisable to direct the prospects of further scientific explorations to the adaptation of the developed methodology of worldview culture formation for students of other age categories and in other branches of art education.

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АНОТАЦІЯ

Ян Цзінвень. Результати експериментальної перевірки ефективності методики формування світоглядної культури учнів основної школи засобами музичного мистецтва.

У статті описано та інтерпретовано результати експериментальної перевірки ефективності методики формування світоглядної культури учнів

основної школи засобами музичного мистецтва. Подано модель методики формування світоглядної культури учнів основної школи засобами музичного мистецтва, яка складається з цільового, теоретико-методологічного, процесуального та результативного компонентів. Перевірка результатів розробленої методики показала значне підвищення рівня сформованості світоглядної культури учнів основної школи у ЕГ. Тим часом результати, отримані в учнів КГ зазнали незначних змін порівняно зі встановленими експериментом та свідчать про недостатнє використання в процесі навчання музичному мистецтву форм і методів, які сприяють формуванню світоглядної культури.

Ключові слова: *світоглядна культура, учні основної школи, музичне мистецтво, методика формування світоглядної культури культури учнів основної школи засобами музичного мистецтва.*