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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**OPPORTUNITIES FOR THE DEVELOPMENT OF MUSICAL
ABILITIES OF STUDENTS OF THE CHOIR CLASS
IN CHILDREN'S MUSIC SCHOOLS**

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and education (music teaching methods)

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GENERAL CHARACTERISTICS OF THE WORK

The relevance and scientific development of the study.

Musical education and training is an important component of general education aimed at the formation and development of the student's personality. The introduction of innovative methods to improve the quality of education confronts the educational process with certain difficulties that should be solved in stages to develop the musical abilities of students. Realizing the driving force of art, children who are educated at a music school have the opportunity to quickly integrate into social life.

A special place in musical education is occupied by choral singing, which reveals to students a wide range of opportunities that stimulate the development of creative skills and abilities, their worldview, artistic views, aesthetic taste and educates moral and ethical feelings that penetrate deep into their spiritual world.

Choral art is of great interest to students, since, on the one hand, the collective form of work actively develops the skills of interpersonal communication, friendship, empathy for joint activities, on the other hand, it stimulates the skills of self-knowledge and self-development. It also actively contributes to the development of visual thinking and creative imagination of children, forms the whole range of musical abilities by acquiring the necessary knowledge, skills and abilities. All this is the main goal of the educational process in choir classes and the main methodological tasks that the head of the choir team faces. It is clear that in order to achieve better results, it is necessary to revise not only the teaching methods, but also the process of pedagogical interaction, that is, the process of communication between the teacher and students. *“A choir is a rather complex organism, the creation of which, and most importantly, its maintenance, development requires tremendous energy, knowledge, and skills of all stakeholders”*¹.

¹ Струве Г.А. Школьный хор / Г.А.Струве.– Москва: Просвещение, – 1981. – с. 3.

Choral singing is the most accessible and promising form of educational and musical activities for the comprehensive development of the younger generation. In the process of performance, not only musical abilities are formed (hearing, rhythm, memory and thinking), but also the personal qualities of students develop (imagination, creative activity, joint purposefulness), which contributes to the development of correct, clear, expressive pronunciation and the development of cultural speech.

In musical education, choral performance concentrates all types and forms of musical disciplines that form the basis of a singing lesson: rhythm, musical literature, theory, harmony, vocals, performing skills. The formation of choral performance skills in the educational process is effective when musical education takes place systematically, in the process of harmonic mutual understanding of the teacher and student, based on the development of the general musical culture of the student, taking into account their age characteristics, taking into account physical, psychological, mental and other indicators of development.

During the training period, teachers are rest on not only on theoretical knowledge, but also use extensive musical material, which in the process of work is formed into a specific concert repertoire. The works of Azerbaijani, foreign, Russian and Soviet composers, as well as musical folklore, are the basis laid down in the program of the educational process.

However, the use of musical material does not yet fully provide a creative and educational impact, the choirmaster needs to reveal the idea and content of the musical work to students so that the author's intention is clear to them, and later learned and consciously perceived for concert performance in front of the audience. The given process requires students to have certain skills and abilities that gradually develop in the learning process.

In recent years, interest in choral art has increased and has become relevant among young people. Very often, when performing contemporary works, choral parts are used as "backing" vocals, which gives color and originality to a vocal performance. Such joint work reveals individual qualities, and increases self-esteem in the

younger generation. Definitely, to achieve a good polyphonic system in performance, an integrated approach of training is necessary. Each member of the choir collective is individually a vocal performer, whose education begins from a very early age, with the development of the necessary vocal and choral skills. All of the above actualizes the problem of finding new opportunities for improving the methods of teaching choral singing.

Scientific development of the research is based, first of all, on fundamental research of outstanding representatives in the field of musical training and education of the younger generation, such as B.V.Asafev², O.A.Apraksina³, E.B.Abdullin⁴, N.L.Grozdenskaya⁵, G.A.Struve⁶, Y.B. Aliev⁷, D.B. Kabalevsky⁸ and others.

The works of Azerbaijani scientists, in particular, S.D.Guliyev⁹, N.S.Melik-Mammadov¹⁰, V.D.Khalilov¹¹,

² Асафьев, Б.В. Избранные статьи о музыкальном просвещении и образовании / Б.В.Асафьев. – Ленинград: Музыка, – изд.2. – 1973. – 142 с.

³ Апраксина, О.А. Музыкальное воспитание в школе. / О.А.Апраксина. – Москва: Музыка, – № 17. – 1985. – 158 с.

⁴ Абдулин, Э.Б. Теория и практика музыкального обучения в общеобразовательной школе (Пособие для учителя) / Э.Б.Абдулин. – Москва: Просвещение, – 1983. – 109 с.

⁵ Гродзенская, Н.Л. Слушание музыки в начальной школе /Н.Л.Гродзенская. – Москва: Изд-во. АПН РСФСР, – 1962. – 87 с.

⁶ Струве Г.А. Школьный хор / Г.А.Струве.– Москва: Просвещение, –1981. – 189 с.

⁷ Алиев, Ю.Б. Методика музыкального воспитания детей от детского сада к начальной школе / Ю.Б.Алиев. – Воронеж: НПО «МОДЭК», – 1998. – 351 с.

⁸ Кабалевский, Д. Б. Программы общеобразовательных учреждений. Музыка 1 – 8 классы / Д.Б.Кабалевский. – Москва: Просвещение, – 2006. – 224 с.

⁹ Quliyev, S.D. Musiqi vә onun tәdrisi metodikası / S.D.Quliyev. – Bakı: APİ, – 1978. – 60 s.

¹⁰ Мелик-Мамедов, Н.С. Преподавание музыки в восьмилетней школе (1-6 классы) / Н.С.Мелик-Мамедов. – Баку: Маариф, 1971. – 80 с.

¹¹ Раджабов, О.М. Программа по музыке для I–III классов /О.Раджабов, В.Халилов. – Баку: Маариф, – 1982. – 80 с.

O.M.Rajabov¹², S.M.Askerova¹³, T.F.Kengerlinskaya¹⁴, M.R.Dadasheva¹⁵, T.A.Bagirova¹⁶, J.G.Kadymova¹⁷ and many others have also made a significant contribution to the development of general music education. An important role was played by the activities of famous choirmasters working with children's choir collectives such as A.Javanshirov, D.Aliyeva, T.N.Yatsenko, M.A.Mammadova, Y.Kukhmazov, M.A.Orujova, Z.M.Ibragimova.

Currently, there are many scientific studies devoted to the problem of studying the choral activity of schoolchildren. Among them, it should be noted the latest research created over the past 20 years, Z.A.Ismaylova "Methods of conducting the subject of "choral class" in children's music school and art school", E.B.Novruzov "Conducting and aesthetics", B.Z.Vekilova "Practical guide for choirmasters in children's music schools", S.G.Agaeva "Methods of children's choral education", "Teaching choral disciplines in music schools", L.G.Atakishieva "Singing the choir on the material of Azerbaijani music", M.N.Velizade "Voice production in children's choirs of Azerbaijan", L.M.Mammadova "Choral culture of Azerbaijan".

The activities of Uzeyir Hajibeyli played a special role in the development of the choral culture of Azerbaijan. His merits in the development of the national choral art are irreplaceable. In 1926, on the basis of the Azerbaijani State Conservatory, U.Hajibeyli

¹² Раджабов, О.М. Проблемы формирования музыкальной культуры учащихся общеобразовательных школ Азербайджана: / автореферат диссертации на соискание ученой степени доктора педагогических наук./ – Баку, 1992. – с. 55.

¹³ Аскерова, С.М. Формирование творческого воображения младших школьников в процессе музыкально-исполнительской деятельности (автореферат) / С.М.Аскерова – Москва: 1986. – 16 с.

¹⁴ Кенгерлинская, Т.Ф. Музыкальная педагогика: (учебное пособие для студентов высших музыкальных учебных заведений) / Т.Ф.Кенгерлинская.– Баку: – 2004. – 252 с.

¹⁵ Дашдамирова, М.Р. Знания способствующие развитию музыкального мышления учащихся /М.Р.Дашдамирова – Баку: Ширваннешр, – 2002. – 176 с.

¹⁶ Багирова, Т.А. Синкретизм искусств в воспитании индивида и социума / Т.А. Багирова. – Баку: Элм, – 2005. – 268 с.

¹⁷ Кадымова, Ж.Г. Проблемы музыкального обучения и воспитания в Азербайджане на современном этапе / Ж.Г. Кадымова. – Баку: Элм, – 2005. – 236 с.

organized the first polyphonic choir, and later in 1936 at the Azerbaijani State Philharmonic. In his article “The First Azerbaijan Folk Choir”, he noted that with the help of the creation of the first choirs in Azerbaijan, the foundation of the future national choral culture was laid. The organization of choirs is “.... gratifying facts testifying to the rapid development of the Azerbaijani musical art, which is enriched ... with new content and new forms”¹⁸. U.Hajibeyli emphasized that singing in the choir is a necessary condition for the future development of the musical culture of our country. Given the relevance of the tasks put forward by the author, the department of choral conducting was created at the conservatory, which trains professional personnel for choral training and education of the younger generation. The activity of the department is well represented by the names of such prominent musical figures as L.Frolova, D.Dzhangirov, A.Yurlov, I.Butaev, Y.Petrov, N.Melikov, L.Atakishieva, E.Novruzov, Z.Ismailova, S.Agaeva, N.Mardanov, N.Nabiev, G.Imanova, D.Jafarov, V.Adygezalov, Y.Adygezalov, K.Aliverdibekov, K.Vekilova, I.Kyazymova, M.Mirzoev, E.Rustamov, Z.Bagirov, A.Gafulov, L.Mamedova, Y.Kukhmazova, S.Hajieva, E.Kuliyev, R.Mustafaev, A.Alizade. In different historical periods, they worked at the conducting department of the Baku Music Academy, actively combining their pedagogical, scientific-methodical and performing activities.

The object and subject of the study. The object of the study is the formation of musical abilities of students in choral classes in children's music schools. The subject of the research is the educational process in the class of choral singing in children's music schools.

The purpose and objectives of the study. The main purpose of the study is to develop an innovative methodology for developing the musical abilities of students in choral classes in children's music schools. The purpose of the study determined a number of the following research tasks:

¹⁸ Гаджибеков, У. А. О музыкальном искусстве Азербайджана / У.Гаджибеков. – Баку: Азгосиздат, – 1986. – с. 50

1. To study and analyze the psychological and pedagogical scientific and methodological literature on the problem of the formation of musical abilities of students.

2. To conduct a comparative analysis of curricula on the subject of "Choir" in children's music schools.

3. To study and analyze the activities of leading children's choirs.

4. To develop an innovative teaching methodology aimed at developing the entire complex of musical abilities of choral class students in a children's music school.

5. To determine the level of development of musical abilities of students with the help of an ascertaining experiment and the possibility of their improvement on the basis of the developed author's methodology.

6. Carry out experimental work on the introduction of innovative methods in the process of forming and correlating (comparative) experiments.

7. During the period of experimental work, through analysis and comparison, to identify methods that contribute to the development of musical abilities of students in choral classes.

8. Summarize the results of the entire pedagogical experiment and, in general, scientific research.

The research methods are ideas about the necessity and importance of musical and aesthetic education and training of schoolchildren, expressed by outstanding musicians-educators B.V.Asafyev and U.Hajibeyli. Their scientific publications devoted to this problem, and in particular research in the field of choral singing, became the fundamental basis for its development.

An important methodological role was played by research works, educational and methodological manuals in the field of general and musical pedagogy and psychology, as well as the methods of teaching choral singing. The theoretical and practical conclusions revealed in them on the development of musical abilities, choral skills and general choral culture played an important role in the creation of the author's innovative method of choral singing. In particular, based on the important methodological principles of G.A.Struve and many other teaching methods, the

author's innovative methodology was developed aimed at enhancing the rhythmic development of students, which served as the foundation for the implementation of the modern approach to teaching choral discipline not only in general education, but also in children's music schools, as well as art schools.

In the process of conducting scientific research, the following methods were used:

1. Historical methods consisted in studying the established traditions of teaching and educating children's choral singing.

2. Theoretical methods were analysis, synthesis and generalization of both foreign and domestic works in the field of choral art.

3. Empirical methods were used in the course of observation, analysis and comparison of the process of students' choral activity.

4. Practical methods consisted in conducting various types of pedagogical experiment: ascertaining, forming and comparative.

The main provisions for defence:

1. The process of teaching choral singing to students necessitates the creation of innovative approaches that take into account the interests and level of development of modern schoolchildren.

2. The process of choral education and upbringing of schoolchildren has a great socially significant function, as it actively stimulates the growth of the entire complex of musical abilities and creativity of students. The activities of choirs form students' skills of joint creative work and choral culture, which is the foundation of their future professional musical education.

3. The practical implementation of the above tasks requires constant updating of technologies for teaching and educating choral singing of students, as well as the creation of a special innovative methodology.

4. In the process of experimental work, the new methodology has confirmed its effectiveness and didactic significance for the development of musical abilities and creativity of students in choral classes.

5. This approach can serve as an example for wide practical application not only in the educational process of children's music schools, but also in secondary schools.

The scientific novelty of the study lies in the fact that for the first time in choral classes in children's music schools, a special innovative methodology is used, based on the active use of various metro-rhythmic movements and playing that effectively form the musical and creative abilities of schoolchildren.

Practical application of this technique in the educational process contributed to the growth of students' interest in choral activities and on its basis, the possibility of personal self-expression.

The findings of the study and the results of the pedagogical experiment showed that the developed methodology, based on the use of metro-rhythmic movements and games, is able to successfully carry out the process of choral education and the development of students' musical abilities in choral classes.

The theoretical and practical significance of the study lies in the development of an innovative methodology that contributes to the development of students' musical abilities in choral classes. The basis of teaching choral singing in children's music schools is based on the formation of a synthesis of artistic and creative and vocal and performing skills, for which it is necessary:

- by understanding the emotional content of the work, to develop the ability to meaningfully, with artistic expressiveness to perform this musical material;

- for a certain period of time to improve the skill of polyphonic singing with and without accompaniment, allowing you to join the richest traditions of choral performance;

In accordance with age criteria, these stages form the development of the entire complex of musical abilities of students in choral classes. The acquired knowledge and skills gradually progress in accordance with the requirements of the curriculum.

The developed methodology for developing the musical abilities of students in choral classes in children's music schools improves their vocal and performing activities, musical, aesthetic and spiritual culture, as an integral part of their general education. It is

especially important to note the formation of students not only the skills of joint collective empathy, but also leadership qualities that contribute to the success of their future social and public activities and creativity.

The practical significance of the study is based on the final results obtained in the course of various types of pedagogical experiment: ascertaining, formative and comparative. The obtained indicators testify the practical expediency and effectiveness of the developed and applied innovative methodology aimed at developing the entire range of musical abilities of students in the process of choral singing in children's music schools.

The practical significance of this technique is reflected in the educational and methodological works of the author and their application in wide pedagogical practice and the educational process of various choirs. Also, practical results confirm the future research perspective of the problem posed.

Approbation and implementation of the results of study was carried out in the process of a pedagogical experiment in children's music schools: No.26 named after M.Magomayev, No.3 named after D.Hajiyev, No.38 for blind and visually impaired children, and also school No.34.

Approbation of the study was carried out during the discussion of the results of the study at the Department of "Methods and Special Pedagogical Training", at a meeting of the scientific seminar of the Baku Music Academy named after U.Hajibeyli, as well as in the author's speeches and reports at republican and international conferences and in publications in the periodical press. Based on the results of the research, the applicant published 12 scientific papers including 2 papers published abroad and 4 scientific papers are materials of republican and international conferences.

Name of the institution where the dissertation research was carried out. The dissertation was performed at the "Methodology and special pedagogical training" department of the Baku Music Academy named after U.Hajibeyli.

The volume of structural sections of the dissertation and the total volume of work in symbols. The dissertation consists of an

introduction, two chapters, six paragraphs, a list of references and a note appendix. Introduction 10 pages – 15 123 characters, I Chapter 64 pages – 100 606 characters, II Chapter 61 pages – 79 072 characters, conclusion of the dissertation 6 pages – 9 716 characters, the total volume of the dissertation (excluding the list of used literature) 142 pages – 206 154 character.

THE MAIN CONTENT OF DISSERTATION

The introduction of the dissertation research reveals: relevance and scientific development, purpose and a number of research tasks, scientific novelty, theoretical and practical significance, provisions submitted for defense, as well as approbation and implementation of research results.

Chapter I "General pedagogical problems of the formation of musical abilities of students of children's music schools" consists of three paragraphs. The first paragraph – "Pedagogical and psychological essence of the concept of musical abilities of students" is devoted to an analytical review of the problem of studying musical abilities. Studying the methods of pedagogical and psychological approaches, the author relies on the provisions put forward in the scientific literature.

Addressing the history of the development of choral singing in Azerbaijan, it should be noted that already at the end of the 19th century, the first music school was created in which choral classes were conducted along with other academic subjects. In the future, choral art actively developed thanks to the founder of Azerbaijani professional music, Uzeyir Hajibayli. Already at the beginning of the 20th century, he paid great attention to the development of polyphonic choral performance. The three-stage system of musical education created by him (children's, secondary special and higher) was the foundation for the progress of the national musical art as a whole. He created the conditions for the formation of the first generation of talented musicians in various fields of musical art,

who, in turn, created and worked with the same hard work for the benefit of the further development of Azerbaijani culture.

The modern process of musical education and upbringing of the younger generation is based on the fundamental ideas of U.Hajibeyli, the creative potential of which has been tested by historical time. In the future, these ideas were embodied in the practical, scientific, theoretical and methodological activities of prominent Azerbaijani choirmaster teachers, who developed special methodological recommendations and teaching aids that allow teachers to use various creative methods and techniques in teaching choral art. Studying this historical experience of generations, we come to the conclusion that the process of teaching choral singing necessitates high pedagogical skills, based on deep special theoretical knowledge, skills and abilities in the field of modern psychology, cultural studies, ethics, aesthetics, philosophy and many other spheres of human cognition.

In monographs, methodological and teaching aids, musical abilities are highlighted as part of the general psychological and pedagogical activity, which are the basis for successful studies. Definitely, developing musical abilities, it is necessary to rely on and connect them with the overall development of the individual.

During the period of learning choral singing, students develop the skill of perceiving music and understanding art as a creative process. The acquired ability of conscious listening and hearing music allows students to correctly reproduce the essence and meaning of the content of a musical work. These factors create the basis for the development of musical abilities, allowing students to show their musical talent not only in independent creative, but also in social and public activities.

In the second paragraph "Analytical review of scientific and methodological literature and curricula in the field of children's choral education", the author conducts a theoretical analysis of scientific and methodological manuals, studies and compares various methods and techniques for the formation of children's musical abilities, created over the past decades in this field of musical education and training.

The end of the 20th and the beginning of the 21st century was marked by great changes in the entire socio-public and cultural life of the country, including in the field of musical education for schoolchildren, both general and special. The field of musical education and upbringing of the younger generation was actively reformed, underwent significant changes in line with international educational standards. The curricula were revised, a modern material and technical facilities and scientific-methodological literature were created, aimed at improving all components of the educational and training process. Particular attention was paid to the introduction of new technologies for musical education.

The issues of children's musical upbringing and education are widely reflected in various monographs, as well as educational and methodological manuals. Among them: M.A.Rumer "Methods of teaching singing at school" edited by E.Malinina "Vocal development of children", V.N.Shatskaya, "Music education and training at school", "Music at school", "Methodological recommendations for conducting music lessons", E.B.Abdullin "Theory and practice of musical education in a secondary school", D.Ogorodnova "Musical and singing education of children in a secondary school", as well as the works of D.B.Kabalevsky and many others.

The main task of the music school is to create conditions for the younger generation to develop and expand their musical horizons, as well as express themselves in art. This process is implemented systematically and consistently, which forms the mass musical and aesthetic education of the younger generation.

Musical education of students in the learning process occurs in a variety of activities. All academic subjects studied in children's music schools, such as solfeggio, rhythm, musical literature, ensembles, as well as choir class lessons, are aimed at the comprehensive development of the younger generation not only in the field of music education, but also the formation of creative potential and artistic and aesthetic taste. A huge contribution to this process is the persistent lesson work of the teaching staff of music schools.

It should be noted that music lessons form the creative abilities of the younger generation, which in the future will allow

schoolchildren to realize and love the art of music. At present, there is a need to introduce interactive and other modern teaching methods into the process of choral education, which contributes to a qualitative improvement in the level of education in children's music schools of the republic.

The third paragraph "Modern choir lesson in children's groups: content and tasks" highlights the creative activities of children's choral groups. The following choral groups should be highlighted: "Renaissance" and "Jirtdan" of the specialized choir school No. Jovdat Hajiyev, choirs of children's music schools No.20 named after Shovket Alekperova and No.30, children's choir group "Banovsha" of radio and television, choir group of children's music school No.38 for blind and visually impaired children, children's choir "Giz galasi" and choral collective "Shams" by the Children's State Philharmonic. The listed educational institutions make a significant contribution to the development of children's choral art and are an example to follow.

To create a modern lesson and engage students in the choral art, choirmasters should combine traditional teaching methods with innovative approaches to properly interact with students and achieve the best results.

For this period, the modern lesson of the choir in children's groups determines the necessary processes of renewal and reform, since the younger generation are children living in a world of continuously developing modern technologies. Scientific and technological progress greatly affects their psychological and intellectual, as well as physical condition, and not always positively. The acceleration of the pace of social life entails not only intensive development, but also comprehensive dependence, which fills all the free space of the student. Modern living conditions and social views of young people have changed radically, so teachers need to look for new and effective methods of education. Keeping up with the times, speaking with children in their modern language, keeping up with their views on the future, and at the same time not exerting psychological pressure on them – these are the main tasks of the educational process.

The main goal of a teacher of choral discipline is to develop students' vocal performance skills, taking into account their age development, their level of abilities. In the educational process, choral creativity occupies a significant place, as it combines all the musical disciplines studied in music schools.

The dissertation substantiates the objective need to create an innovative teaching methodology, which is based on an analytical review and comparative analysis of scientific and methodological literature, curricula on the subject of "choir" in children's music schools. All the necessary data have been carefully studied to create a methodology for teaching choral discipline. The use of innovative methods in choral education creates favorable conditions for the implementation of the most important performing and educational tasks.

Thus, the results of the first chapter of the dissertation research show:

- development of musical abilities from the point of view of their pedagogical and psychological nature are deeply interconnected;
- the existing scientific and methodological literature necessitates practical implementation, updating and compliance with the requirements of modern realities of the process of choral education and training of the younger generation.
- the theory and practice of modern choral education puts forward the need to develop more intensive and effective methods for developing the musical abilities of schoolchildren.

Chapter II is called "Experimental work on the formation of the musical abilities of the choir class in children's music schools." This chapter presents the process and dynamics of experimental work. Based on the historical, theoretical and practical analysis carried out in the first chapter of the study, an innovative methodology was developed, which was tested in the process of experimental work. Its structure consisted of three main stages: I – ascertaining, II – forming and III – controlling, which was carried out on the basis of children's music schools.

In the process of the first ascertaining experiment, which was carried out during one academic year (from 2016 to 2017), observation methods, analysis of the musical abilities of students,

and the study of the causes that affect the development of their metro-rhythmic perception were used.

By means of a specially designed questionnaire, consisting of eight points, the theoretical knowledge and practical skills of schoolchildren were assessed, special conversations, discussions with students were held, where by means of special questions, their skills and knowledge in the field of choral performance were revealed.

At the initial stages of education, it is necessary to identify knowledge and skills that are based on and correspond to the musical experience of students in the process of learning the content of the subject. Students, passing through various stages of development in lesson classes, gain knowledge and experience that serve as a solid foundation for further cognitive activity. Having accumulated experience and having reached various stages of intellectual development, students use these opportunities, which help them develop subsequent criteria and patterns for self-development.

In the activities of students, the basis is the concept of live interest for the process itself, the desire to move, fantasize, feel, perform and enter into the image of a musical work. Such communication shows new and vivid feelings that form the desire for emotional enrichment and communication of students. The results of the ascertaining experiment as a whole confirmed the need for new approaches in the formation of the musical abilities of schoolchildren in the process of choral singing.

Based on the results obtained, the author proceeded to the second stage of experimental work, namely, to conduct a formative experiment with students of children's music schools.

The second stage covers three academic years from 2017 to 2020. The process of questioning and all control surveys were conducted by the author in the presence of teachers-choirmasters of children's music schools. The dynamics and content of the formative experiment were concentrated on open lessons held in children's music schools No.26 and No.38.

The dynamics of the formative experiment was carried out in the process of choral lessons with students. The author purposefully and consistently applied innovative methods, forms and techniques

for developing musical abilities in the process of collective choral work with students.

Choral lessons conducted by the author for the development of metro-rhythmic skills were carried out with the help of certain rhythmic playings, accompanied by performed musical works. At the same time, these skills were explained and synchronized. At the beginning, the choirmaster herself demonstrated these exercises. Then she identified students with weak rhythmic perception who could not cope with rhythmic tasks and conducted special additional rehearsals with them.

In the course of the formative experiment, in the course of classes with students of the choir class, the whole complex of musical abilities of children developed, allowing them to form not only metro-rhythmic, but also melodic-harmonic, modal, auditory and vocal abilities necessary for polyphonic performance. The general auditory and vocal activity of students had the most positive impact on the process of choral singing, on the formation of students' personal qualities necessary for working together in a choir team.

Particular emphasis was placed on the age criteria for the individual psychological development of students. Here three main stages are summarized:

1. The initial stage of student learning is built on active involvement by the learning process itself. This time all the emotions and experiences of students are often associated with visual images and ideas.

2. At the next stage in the development of students, emphasis was placed on an active desire for learning, as well as a desire to get closer to the emotional life of their peers, where children's interest in paralleling their experiences with the experiences of others sharply increases.

3. In further development, the emotional-evaluative function prevailed, which manifested itself in the desire of students to learn certain social norms of behavior and communication.

In order to identify and summarize the results of the formative experiment, the author regularly conducted final control checks to identify the level of theoretical and practical training of students,

which manifested themselves in demonstrative concert performances held by children's music schools at the end of the academic year for the period from 2017 to 2020.

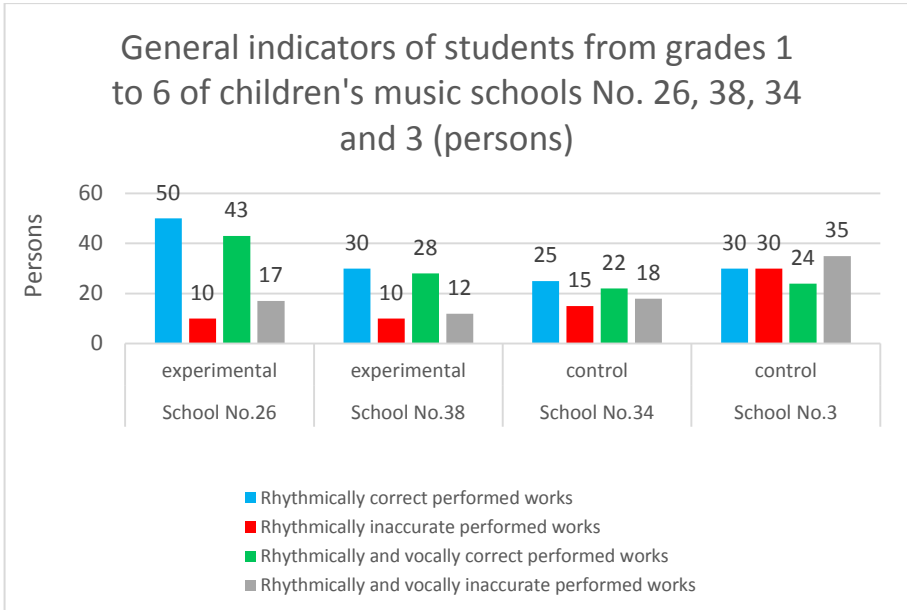
The third stage of experimental work was carried out on the basis of schools No.34 and No.38 and consisted in conducting a comparative experiment in the period of 2020 and 2021. Its dynamics and results once again confirmed the effectiveness of the application of an innovative methodology for the development of metro-rhythmic abilities of students in choral classes.

The general results of all experimental work are shown in the following table and diagram.

Table No. 2.3.1 The final indicators of students from all schools participating in the experimental work.

Classes		Rhythmically correct performed works	Rhythmically inaccurate performed works	Rhythmically and vocally correct performed works	Rhythmically and vocally inaccurate performed works
School No.26	Experimental	50	10	43	17
School No.38	Experimental	30	10	28	12
School No. 34	Control	25	15	22	18
School No.3	Control	30	30	24	35

Graph 2.3.1



Thus, the data of the entire experimental work show an increase in the level of formation and development of the metro-rhythmic abilities of students in choral classes in children's music schools, which allows us to conclude that the methodology used is effective.

After conducting a scientific-theoretical (first chapter) and practical (second chapter) study of the problem of developing the musical abilities of students in choral classes of children's music schools, we will generalize and highlight its **final provisions and conclusions** obtained as a result of the entire study.

The theoretical analysis carried out in the dissertation work showed the importance of studying the musical abilities of students in the aspect of pedagogical and psychological factors. For the formation of a comprehensively developed personality, it is necessary to develop thinking, logic, motor skills, sense of aesthetic and artistic taste from an early age. The formation of musical abilities in the process of choral singing is one of the most important

factors in the comprehensive development of students and creates sensitive conditions for the creative development of the individual. Modern society needs creative specialists, young people with a rich inner worldview and creative potential. A person cannot become a good specialist without possessing creative thinking and critical awareness of his/her own personality.

In the field of musical education, choral singing is the most accessible, popular and interesting type of musical activity, it is widespread and contributes to the comprehensive development of the personality of students, their musical abilities, artistic and aesthetic taste, and creative imagination. The musical upbringing and education of students, acquired as a result of the skills of choral performance, allows them to express themselves creatively and actively in life. One of the best indicators of the formation of a child's personality at school age is the development of their musical abilities. The effectiveness of the process of developing musical abilities in students on the basis of choral activities involves the following pedagogical attitudes:

- involvement of students in choral creativity;
- creation of a creative atmosphere and educational environment;
- the use of new methods in education and training;
- development of musical and aesthetic taste;
- improving the emotional and imaginative perception of students;
- development of musical abilities based on choral culture.

This activity is an important means of aesthetic education of the individual, it should be considered as a condition for the successful development of students' musical abilities. The introduction of an innovative methodology based on the use of a set of special metro-rhythmic exercises creates an opportunity not only to improve the process of choral education, but also to reveal to students their creative abilities and become a comprehensively developed personality. In the process of perception and performance of a work, musical abilities are actively developed on the basis of innate potential and reach a high level.

Gradually, the requirements in choral singing became more complicated: a transition was made from monophonic singing to

polyphonic singing, which was based on both homophonic-harmonic and polyphonic styles. This process should be introduced gradually with clarification and performance demonstration by the choirmaster. The learning of each part should achieve free voice leading and the ability to perform works, both with musical accompaniment and without it (a capello).

In choral classes, students learn the skills of polyphonic singing, using such vocal forms as unison imitations, canon singing and contrapuntal polyphony. The formation of these skills, along with the development of other musical abilities, was the main goal set in the process of experimental work. It was aimed at the effective formation of the entire complex of musical abilities: the development of melodic-harmonic, metro-rhythmic, vocal-auditory and modal feelings.

The experimental stage of the study revealed positive dynamics in the development of students' musical abilities in the process of choral activity and proved the effectiveness of the developed methodology, as evidenced by the results obtained. The theoretical analysis of the problem of developing the musical abilities of students on the basis of the development of metro-rhythmic exercises in singing activity, as well as the results of experimental work, allow us to state that singing, both individual and collective, is an important means of aesthetic education of the individual and the basis for the successful development of musical abilities. The technology for the development of musical abilities in the process of choral activity is based on the principles of syncretism, creativity, artistry, natural conformity and includes all the components of musicality (modal sense, musical and auditory representations, sense of rhythm, vocal intonation skills).

The effectiveness of choral classes depends, first of all, on the level of pedagogical training and positive personal qualities of the choirmasters, their professional knowledge and general musical and pedagogical skills. Singing in the choir contributes to the development of the child's personality and his emotional sphere, intellect, lays the foundations for aesthetic taste, moral values, self-knowledge by means of musical art.

Choir classes foster responsibility, discipline in children, develop a sense of duty for teamwork, the desire to achieve better results, the ability to transfer acquired knowledge and skills in a joint activity. The experience gained in the process of choral singing helps children overcome their fears and complexes and makes them more free and liberated. In the process of performing on stage, their developed emotionality and rich imagination are manifested, since stage activity helps students move to higher levels of performance and stimulates their interest in studying at a music school.

The process of preparing for a stage performance is based on long preliminary rehearsals, which are carried out systematically using certain methods and exercises to form the musical abilities of students and achieve a high level of choral performance.

Thus, the results of the scientific, theoretical and methodological analysis of the problem of the development of musical abilities of students in choral classes in children's music schools showed that despite the extensive experience in this field of musical education and training, the tasks of forming the entire complex of musical abilities of students in choral classes children's music schools necessitate renewal and search for new teaching technologies that take into account the worldview, interests and level of intelligence of modern schoolchildren. The development of new teaching technologies should take into account the main goal – the education of a creative, creatively developed personality of a modern student, in which the developed intellectual and emotional potential, as well as musical and aesthetic consciousness and taste is in harmony.

The results of the study can become the basis for further research in the development of scientific methods related to the development of students' musical abilities on the basis of singing activity. The results obtained in the course of experimental work on the development of metro-rhythmic abilities of students confirm the possibility of introducing this innovative technique into the process of choral education not only in children's music, but also in secondary schools. In general, the theoretical conclusions put forward in the first chapter of the dissertation found their practical

confirmation in the second experimental one and, thus, confirmed the significance of the study.

The main results of the dissertation work are published in the following scientific articles:

1. Мамедова, В.А. Творческая деятельность Диляры Алиевой и развитие Азербайджанской Государственной Детской Филармонии // – Москва: Учитель Музыки, – 2017. №1(36), – с. 34-38.

2. Мамедова, В.А. Детская Музыкальная Хоровая Школа №3 им. Джевдета Гаджиева // – Баку: Mədəniyyət, – 2017. (313), – с. 88-92.

3. Мамедова, В.А. Формирование ладового чувства на хоровых занятиях // «Музыкальные традиции в глобализирующемся мире». I Международная научно-практическая конференция, – Баку: – 26-27 октября, – 2017, – с. 60-63.

4. Мамедова, В.А. Психологическая и педагогическая сущность понятия музыкальные способности // «Muasir dünyada inteqrasiya və elmin aktual problemləri» Республиканская конференция, – Ленкорань: 22-23 декабрь, – 2017, – с. 278-279.

5. Мамедова, В.А. Роль педагогов-хормейстеров в развитии хорового искусства в детских музыкальных школах // – Баку: Musiqi dünyası, – 2018. 2/75, – с. 66-69.

6. Мамедова, В.А. О принципах работы с учащимися с ограниченными возможностями (на примере школы интерната для слепых и плохо видящих) // – Баку: Konservatoriya, – 2018. 3(41), – с. 37-44

7. Мамедова, В.А. Формирование вокально-слуховых способностей у учащихся на уроках хорового класса в детских музыкальных школах // – Казахстан: Поиск, – 2019. №1(1), – с. 97-101.

8. Мамедова, В.А. Televiziya və radionun “Bənövşə” uşaq horu // – Баку: Sənət akademiyası, – 2019. №1(6), – с. 71-76.

9. Мамедова, В.А. Формирование метро-ритмических способностей учащихся на хоровых занятиях // «Musiqişunaslığın aktual problemləri» Республиканская конференция, – Баку: 4-5 декабря, – 2019, – с. 326-331

10. Мамедова, В.А. Формирование мелодико-гармонического слуха учащихся на хоровых занятиях // – Баку: Musiqi dünyası, – 2021. 4/89, – с. 18-23.

11. Мамедова, В.А. Метро-ритмическое воспитание на хоровых занятиях в детских музыкальных школах (на примере 1-го класса) // «Music in dialogue with the modernity: studios of educational, art history, culturological». Международная научно-практическая конференция, – Киев: – 2021, – с. 99-103.

12. Мамедова, В.А. Развитие метро-ритмических способностей учащихся старших классов на хоровых занятиях в детских музыкальных школах (на примере многоголосия) // – Москва: Музыка и время, – 2022. №3, – с. 23-29.

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