

THE COLLECTIONS IN THE MUSIC TEXTBOOKS FOR THE GENERAL EDUCATION SCHOOL IN BULGARIA

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Abstract: Collection, this is a group of elements/objects, selected by common signs, essential features, function and representing a certain value to the collector. Collections are often created as a particular type of hobby (for example, personal collections of coins, postage stamps, and much more), as a memento (such as collections of certain types of souvenirs from various places visited), in other cases, for ease of practical (private music library of musicians) and cognitive activities (eg collections in nature, ethnographic and history museums). According to the idea of the noted musical pedagogue and theorist Prof. Penka Mincheva, these practices found application in the music lessons in the general education school in Bulgaria, with the purpose of tasks that reinforce certain knowledge, develop qualities and educate the students to appreciate the valuable samples of musical art. To illustrate the effectiveness of the method, I will examine examples from the music educational kits for grades 1-7 of "Prosveta" and "Prosveta +" publishing houses. One of the obvious reasons to include such tasks in the learning process is the more permanent mastering the educational material taught. Thus, the task of creating a collection of objects taught in the lesson enables in the collection to be attracted the objects that contain the most essential, defining features, and others that are similar in insignificant features to be excluded. In this way, the essential characteristics are realized and remembered more reliably, and with the participation of the whole class in the task, the collection becomes even more complete.

When creating the collecting tasks included in the printed and electronic textbooks, all elements are carefully considered to closely relate to the topic of the particular training activity, to contribute to the rationalization of the information and the development of qualities in adolescents, the pedagogical impact is purposeful for the sake of optimization, each element of the task is created for a specific purpose. The results achieved through the tasks of collecting offered in the educational kits are:

- Short-term, related to the learning of the taught material;
- Long-term - related to development of intellectual qualities, enlargement of the common culture, aesthetic taste, education in respect and love for music, improvement of:
 - Observability;
 - Ability to relate to another group of objects;
 - Election ability;
 - Decision-making ability;
 - Ability to summarize.

All this helps to prepare an erudite and emotionally responsive audience, contributes to the creation and support in students the pursuit of expanding their common culture, and namely the erudite and self-cultivating young generation is one of the main goals of music education.

Keywords: collection, music textbook, general education school, task, music.

1. INTRODUCTION

Collection, this is a group of elements/objects, selected by common signs, essential features, function and representing a certain value to the collector. Collections are often created as a particular type of hobby (for example, personal collections of coins, postage stamps, and much more), as a memento (such as collections of certain types of souvenirs from various places visited), in other cases, for ease of practical (private music library of musicians) and cognitive activities (eg collections in nature, ethnographic and history museums). According to the idea of the noted musical pedagogue and theorist Prof. Penka Mincheva, these practices found application in the music lessons in the general education school in Bulgaria, with the purpose of tasks that reinforce certain knowledge, develop qualities and educate the students to appreciate the valuable samples of musical art. To illustrate the effectiveness of the method, I will examine examples from the music educational kits for grades 1-7 of "Prosveta" and "Prosveta +" publishing houses. One of the obvious reasons to include such tasks in the learning process is the more permanent mastering the educational material taught. Thus, the task of creating a collection of objects taught in the lesson enables in the collection to be attracted the objects that contain the most essential, defining features, and others that are similar in insignificant features to be excluded. In this way, the essential characteristics are realized and remembered more reliably, and with the participation of the whole class in the task, the collection becomes even more complete.

2. SUBJECT, AIM, TASKS OF THE STUDY

The **subject** of this study are educational kits on music for 1-7 grades of the general education school in Bulgaria, "Prosveta" publishing houses (grades 1-4) and "Prosveta +" (grades 5-7).

The **object** of analysis is the relationship between the way in which the tasks of collecting are organized and what can be mastered and developed in the implementation of such tasks.

Aim of the study is an indication of the benefits of pedagogical approach "Making collections" regarding mastering the learning material and developing abilities in students.

The **tasks** through the implementation of which the aim of the study will be realized are:

- Disclosure of the benefits of compiling collections on the *understanding* of teaching matter;
- Consideration of the influence of the application of pedagogical technique on the *memorizing* of educational information;
- Exploring the benefits that collecting brings to students in the long run, ie. *development of qualities and skills*.

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3. COLLECTIONS AS A MEAN FOR MORE COMPLETE MASTERING THE LEARNING INFORMATION

In many cases, the tasks of collecting are formulated as collecting information about a music creator, or about customs associated with a particular holiday and characteristic of the region where the students are located. Such tasks are important for the acquisition of additional knowledge that enriches the information taught by the teacher. Such is, for example, the task of collecting photographs of lazarki, placed in the printed textbook for Grade 3 (Mincheva et al., 2018, p. 46) on the theme of the Bulgarian folk custom "Lazaruvane". According to an old tradition, the custom takes place on the day on which Orthodox Christians celebrate the resurrection of Lazarus. Working on this collection, searching for and collecting pictures of young girls dressed in beautiful festive folk costumes and wearing wreaths of flowers on their heads, carrying baskets full of eggs, or gathered in colorful groups singing and blessing the owners of the house they visit, students not only remember more clearly and reliably the characteristic of Lazarus Day holiday. They immerse themselves in the atmosphere of the colorful, lovable and vital popular spring feast, comprehend its meaning in the ritual calendar and realize the richness, beauty, wisdom of folk customs and meaning of their preservation as a national value.

A similar collector-research task is assigned in the printed textbook for 4th grade (Mincheva et al., 2019, p. 16). The task consists in this, learners to seek, to gather information about national leaders from their region and to present it in class. In this presentation, each student adds something to the collected information, complements it with the data he has found, which gives a certain picture of the historical fate of the region and the role of prominent personalities in it, reveals the scale of the action of the national heroes.

Collections in music textbooks are often made for the purpose of review - of studied songs, of theoretical knowledge, of historical topics and facts (depending on what the theme of the collection is). Such tasks are set at the end of a long-studied topic, at the end of the school year, and also at the beginning of a new school year, to refresh the knowledge acquired in previous years.

4. ABILITIES AND SKILLS THAT DEVELOP IN STUDENTS THROUGH MAKING COLLECTIONS

Through collecting tasks, students train their assessment skills and develop:

- **Observability.** The objects from which a selection is made, must be examined from all sides, explored well to consider how they are appropriate to the collection. For example, the requirement for collecting patriotic

songs on the occasion of the National Day of Bulgaria assigned in the printed textbook for grade 3. (Mintcheva et al., 2018, p. 40) needs to assess which of the studied songs can be described as patriotic.

- **Ability to relate to another group of objects** previously perceived. This activates the processes of reminding and thinking based on internal notions. The printed edition of the textbook for 4th grade (Mincheva et al., 2018, p. 27) contains the task of searching for an old sound reproduction technique - a tape recorder, a gramophone, a cassette recorder, as well as the corresponding carriers of sound information - magnetic tapes, cassettes, gramophone records. Students are required to photograph them, record their sound if they are still working and present the materials in class. Implementation of this task provides a rich basis for comparing the old - the theme of the specific lesson - and the new - previously perceived and well-known to fourth-graders sound reproduction means and carriers in terms of their appearance, the manner of handling and the quality of their sound.

- **Election ability**, the ability to assess multiple objects and to select the most appropriate or the most correct one among objects of varying degrees of similarity. Tasks are more often organized as a teamwork, i.e. all students make a collection together. In this way of working, any proposal that is unsuccessful is discussed, with students indicating the reasons for which the particular choice is inappropriate. In other cases, when a task for independent work is set, the inclusion in each individual selection is discussed in class. Thus, the correct answers become available to all, and those students who did not cope with the task are given knowledge of what criteria the selection is made, how to decide which object to ignore and which one is appropriate, for what principles selected objects are arranged one after the other, i.e. they get *technology* to make choices.

- **Decision-making ability**. Once the selection criteria have been clarified, each object is evaluated, the decision of what exactly the collection will contain must be made. For example, by its very nature, the included in the electronic textbook for the 6th grade (Mincheva et al., 2017) task for the Top 5 ranking of fun songs studied, is a task for making a collection. The indicator "fun songs" meet significantly more than 5 songs studied even in the specific year. The most beautiful, impactful, spectacular, memorable songs should be "sifted" from them. Namely the need to activate the evaluation capabilities and use aesthetic criteria is among the reasons for the task to be structured as a ranking (i.e. to include elimination and ranking according to aesthetic preferences), and not just as a collection. Which songs will be listed as the top five, what place each of the selected will take in the ranking and whether it will take its proper place will depend on the students' ability to evaluate the songs according to their beauty and impact, as well as on their ability to make accurate and objective decisions.

- **Ability to summarize**, to sift out the important from the unimportant, as for collections are selected those objects that have the most essential, defining features.

The tasks for creating collections, besides a number of possible applications in music lessons can be combined with other tasks to provoke even greater interest among adolescents and more diverse benefits for their development. In the electronic music textbook for 4th grade (Mincheva et al., 2019) is assigned a task that is fulfilled in four stages - to the topics related to the four seasons are audited accordingly: in the first lesson of this type - part I from "Autumn" of "Seasons" by Antonio Vivaldi, in the second similar lesson - I part of "Winter" from the same cycle, in the second school term - I part of "Spring" and at the end of the school year - III part of "Summer" from the orchestra work. In each of the commented lessons, fourth-graders are given the creative task of drawing an illustration to the music they are listening to. For the convenience of students, they are offered beautiful literary texts that contain a brief description of the various possible scenarios typical of the particular season. Each student should choose the story that according to him/her most accurately reflects the nature of the music perceived in the lesson, or draw on him/her own idea.

This approach is aimed at detecting, successfully selecting a situation that is in the most accurate emotional resonance of the part that sounds, i.e. at a true decoding the **emotional meaning of music**. They are used rich and, as far as the electronic template allows - extensive picturesque descriptions that **provoke children's fantasy**. Through the rich vocabulary used in the task for the description of the possible states is intended:

- Students to accustom to **understanding** more complex, more imaginative and emotionally colored literary texts;

- In children to elicit a rich and nuanced **emotional response** to sounding music;

- Students to develop a sense of what an emotional hue each of the words used can convey, a sense of **what an emotional subtext** a word can be used with.

When fourth graders complete their drawings in the class is made an exhibition and the compliance of the nature of each drawing with this of the sounded music is discussed. In perceiving a drawing exhibition of their classmates, each child not only enriches his or her notion of the visual impact of the tonal art, but also appreciates the extent to which an illustration reflects the character of the music. Impressions are discussed in the lesson, i.e. the subjective element in individual children's assessment is to a large extent overcome by the arguments of classmates and the teacher. Thus, the lesson also becomes an exercise in forming an objective opinion. After the class, each student

saves his/her drawing. At the end of the school year, the four illustrations form a collection - the visual images of the personal impressions and feelings generated in the fourth-grader by Vivaldi's "Seasons". These own impressions and feelings the young man will remember along with the music while keeps his/her collection.

5. CONCLUSIONS

The analysis of tasks to compile collections is the basis for the following conclusions:

- Applying the approach "creating collections" helps memorizing new information;
- The student's collecting activity contributes to enriching their knowledge;
- Collecting helps to understand the subject matter taught;
- Student collections are a valuable assistant in revising lessons;
- Organized in varied ways, the task of compiling collections have a particular contribution to the development of abilities and skills of adolescents.

The content of the words "collection" and "collect", in addition to the examined above, also includes the emotional meaning - to choose the most beautiful, the most attractive, the most lovable, the one that evokes the most positive emotions in me, the one, which arouses my admiration. Educating, "cultivating" collector's attitude, collectors impulse in students when their attention to collectors is focused on masterpieces of world music treasure and when this is done systematically, gradually "cultivates" also their interest in high art, teaches them to a honor to artistic works, to connoisseur's attitude to music, prepares an erudite and emotionally responsive audience. All this contributes to the creation and support in students the pursuit of expanding their common culture, and namely the erudite and self-cultivating young generation is one of the main goals of music education.

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