
SYSTEM OF MUSIC EDUCATION BASED ON BULGARIAN MUSICAL FOLKLORE

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Abstract: With the continuous and deepening processes of globalization, the theme of preserving the national identity is becoming more and more relevant. Of course, for such a problem to have a viable solution, efforts should be directed at young people and especially at their school education. The effective, already tested system for music education developed by Bulgarian Professor Penka Mincheva, mainly on the basis of Bulgarian musical folklore, is one of the possibilities for solving the problem. Based on this system, our author team, led by Prof. Mincheva, created music textbooks through which adolescents can not only get to know, but also love Bulgarian folk music.

In 1st and 2nd grade we introduce the most frequently used Bulgarian folk instruments, which also form the folk orchestra. We acquaint students in a form accessible to them also with the most typical variations of the most common uneven meters. Such is $\frac{7}{8}$, as well as $\frac{5}{8}$. From the second grade begins the study of folk customs, which are largely related to music. The musical literacy, which takes place in the third grade, is based on Bulgarian folk songs - for each note a song with a corresponding tonal content is chosen - the first song is performed only on the currently studied note "re", the second - on "re" and the new tone - "mi", the next - on "do", "re" and "mi", etc., until the tone "do²" is reached, which is explained to be the repetition of "do" and when we add it, the series already sounds complete. Relevant folk songs are also mastered. To make it easier for students to distinguish pitches, the sisters "Do", "Re", "Mi", "Fa", "Sol", "La" and "Si" are the heroines of a fairy tale. Another story explains the note values and their ratios. In the fourth grade the acquired knowledge is consolidated, the students compose and perform with the school percussion musical instruments accompaniments to the learned folk songs, the knowledge of the folk customs and dances is deepened, new terms are introduced through folk music. In the fifth and sixth grades the musical folklore areas of Bulgaria are studied, and in this connection the students get acquainted with the regional specifics of the melody and the way of singing, the characteristic meters, inherent musical instruments, peculiarities of the folk costumes, famous folk musicians from the region. The costumes and the characteristic dances for the folklore areas in the textbooks are presented by the Folklore Ensemble "Trakia", famous for the mastery of the dancers, the orchestra, beautiful and richly made folk costumes from all folklore areas, created according to strictly observed patterns of original clothing. In seventh grade continues the study of folk customs and traditions in even more detail. The students get acquainted with the peculiarities of the extremely impactful folk songs without meter, with beautiful ornamentation and rich melody. During this last year of our course, it becomes possible for students to learn and perform such a difficult folk song. The term "alteration" is introduced through a folk song in which the only changed tone between the verse and the refrain creates a completely different mood. In the course, in connection with the topics of folk musical instruments and customs, I select performances of the best students from the folklore specialties of the Academy of Music, Dance and Fine Arts in Plovdiv, to whom I assign performances of music related to the subject. Throughout all the course, works by Bulgarian composers appropriate for the age of the students are also studied. In electronic textbooks (online textbooks, including printed textbooks, music intended for listening, many additional tasks and new information) the learning material is supplemented by photo galleries, various creative tasks, tasks for mastering the taught, for consolidating and checking the knowledge, schemes, tables, videos, which make the training even more effective and attractive. As the author of the electronic textbooks for the educational sets, I am proud to share that the electronic materials of the Prosveta publishing house have been awarded the special prize for the best electronic aids of BELMA (Best European Learning Materials Awards), which is a serious recognition and proof of the effectiveness of the system of music education of Prof. Mincheva and our textbooks.

Keywords: music education, music education system, music textbook, music folklore, electronic textbook

1. INTRODUCTION

With the continuous and deepening processes of globalization, the theme of preserving the national identity is becoming more and more relevant. Of course, for such a problem to have a viable solution, efforts should be directed at young people and especially at their school education. The effective, already tested system for music education developed by Bulgarian Professor Penka Mincheva, mainly on the basis of Bulgarian musical folklore, is one of the possibilities for solving the problem. Based on this system, our author team, led by Prof. Mincheva, created music textbooks through which adolescents can not only get to know, but also love Bulgarian folk music.

2. THE MUSIC EDUCATION SYSTEM AND ITS RELATIONSHIP WITH BULGARIAN MUSICAL FOLKLORE

In 1st and 2nd grade we introduce the most frequently used Bulgarian folk instruments, which also form the folk orchestra. We acquaint students in a form accessible to them also with the most typical variations of the most common uneven meters. Such is $\frac{5}{8}$, as well as $\frac{7}{8}$. From the second grade begins the study of folk customs, which are largely related to music. The musical literacy, which takes place in the third grade, is based on Bulgarian folk songs - for each note a song with a corresponding tonal content is chosen - the first song is performed only on the currently studied note "re", the second - on "re" and the new tone - "mi", the next - on "do", "re" and "mi", etc., until the tone "do²" is reached, which is explained to be the repetition of "do" and when we add it, the series already sounds complete. Relevant folk songs are also mastered. To make it easier for students to distinguish pitches, the sisters "Do", "Re", "Mi", "Fa", "Sol", "La" and "Si" are the heroines of a fairy tale. Another story explains the note values and their ratios. In the fourth grade the acquired knowledge is consolidated, the students compose and perform with the school percussion musical instruments accompaniments to the learned folk songs, the knowledge of the folk customs and dances is deepened, new terms are introduced through folk music. In the fifth and sixth grades the musical folklore areas of Bulgaria are studied, and in this connection the students get acquainted with the regional specifics of the melody and the way of singing, the characteristic meters, inherent musical instruments, peculiarities of the folk costumes, famous folk musicians from the region. The costumes and the characteristic dances for the folklore areas in the textbooks are presented by the Folklore Ensemble "Trakia", famous for the mastery of the dancers, the orchestra, beautiful and richly made folk costumes from all folklore areas, created according to strictly observed patterns of original clothing. In electronic textbooks (online textbooks, including printed textbooks, music intended for listening, many additional tasks and new information) the learning material is supplemented by photo galleries presenting typical views, natural and cultural landmarks, which aims to "take" students to the specific place. There are also videos of the typical dances, also performed by the dancers of the ensemble "Trakia". Another way to make this information even more attractive in electronic textbooks is by creating also resources for organizing castings for the performance of a folk song from the studied folklore region. Among the evaluation criteria of the jury consisting of the teacher and the non-participating students, are: artistry, intonation-accurate performance, knowledge of the peculiarities of regional music. After announcing the winner, his classmates are asked to record his performance with their phones and send it to their friends. These are the "five minutes of glory" of the winner in the casting. In two of the folklore districts there are two very vivid centers of regional humor - Gabrovian (the town of Gabrovo) and Shopian (the area around Sofia). Shoppes describe themselves as rude, stupid, unmannered, traditionalists who do not learn anything new. The Gabrovians show unprecedented ingenuity in finding fantastic ways to save money. The electronic textbook for 6th grade contains a task for comparing the two types of humor according to different criteria. In another task, sixth-graders are asked to divide into teams to dramatize before the class a story of their choice by one of the two notable native writers, whose characters are regionally specific, as the "theatrical troupes" choose for themselves whether they will play a story by Elin Pelin - described the life of the Shoppes, or by Yordan Yovkov - described the everyday life of the Dobrudzhans (Northeastern Bulgaria). The participants adapt the story themselves, assign the roles and rehearse for their performance. Finally, students are invited to improvise lines and dialogues in the style of recreated characters. In this task the jury is also formed by the teacher and the students who do not participate in the competition. In seventh grade continues the study of folk customs and traditions in even more detail. Seventh-graders come to know Bulgarian traditions in more detail, including "wedding", "sedyanka" (gathering of maidens and bachelors in the home of one of them, where with songs and jokes the young guests perform a variety of light homework assigned to them by the hosts) and others. In addition, in the electronic textbook, various tasks have been developed for the analysis of a painting by a Bulgarian artist on the studied topic, for the analysis of the numerous musical examples. The musical illustrations are different from those provided for listening in the printed edition of the textbook, but enriching and supplementing the impressions from them.

During the same school year, the students get acquainted with the peculiarities of the extremely impactful folk songs without meter, with beautiful ornamentation and rich melody, such as the following song, noted in the printed textbook (example № 1):



Example № 1 "Grozdanka and Bogdan Voivoda" - Bulgarian folk song without meter

Two tasks are suggested for this song in the electronic textbook. The title of the first is misleading: "What is the metrum of the song?" Students have to choose from six different answers: "without meter", "of equal metrum", "like Elenino horo", "of uneven metrum", "seven eighths with a three-beat group at the end", "like that of "Potter's dance". Thus constructed, the task not only helps to understand the phenomenon of "song without meter" and its certain distinction from all kinds of metrum. It also motivates learners to gain confidence in their knowledge. The second task is aimed at finding the sound line of the song "Grozdanka and Bogdan Voivoda". Six different sound lines are suggested, from which seventh graders must choose the correct one. This task contributes to the awareness of the modal diversity of our folk music. During this last year of our course, through the use of both note text and sound recording, it is now possible for students to learn and perform such a complex folk song.

The term "alteration" is introduced through a folk song in which the only changed tone between the verse and the refrain creates a completely different mood (example № 2).



Example № 2 "Rositsa rosi" - Bulgarian folk song

A notation of the same folk song, transposed one tone lower, gives students the opportunity to get acquainted with the other sign of alteration - flat, as well as the sign canceling the action of the signs of alteration - natural (example № 3).



Example № 3 "Rositsa rosi" - Bulgarian folk song, transposed

In the course, in connection with the topics of folk musical instruments and customs, I select performances of the best students from the folklore specialties of the Academy of Music, Dance and Fine Arts in Plovdiv, to whom I assign performances of music related to the subject. Throughout all the course, works by Bulgarian composers appropriate for the age of the students are also studied.

3. RESULTS

As the author of the electronic textbooks for the educational sets, I am proud to share that the electronic materials of the Prosveta publishing house have been awarded the special prize for the best electronic aids of BELMA (Best European Learning Materials Awards). This is a serious recognition and reliable proof of the effectiveness of the system of music education of Prof. Mincheva and our textbooks.

4. CONCLUSION

I have always thought that for a musician to know his native folklore is like speaking his mother's language. As a participant in the author's team (in the educational sets I perform on piano and make recordings of clavier pieces, arrange for piano and perform some works, provide photographic material, select folk singers and performers of folk instruments and I am also the author of the electronic textbooks to the educational sets) I can say that with the help of the system of Prof. Penka Mincheva we managed to make this accessible not only for musicians, but also for all adolescents who use the educational sets of Prosveta Publishing House (Prosveta and Prosveta Plus publishing brands).

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