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SUZUKI METHOD IN THE TRAINING PROSPECTIVE SPECIALISTS IN PRESCHOOL EDUCATION

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Abstract

The article presents the results of the research on the use of the Suzuki Method and the technology of forming musical and creative abilities of preschool children in the People's Republic of China by means of the Suzuki Method (author Sun Jingqiu) in training prospective kindergarten teachers at higher education institutions of Ukraine. Promising ways of using this technology in educational process have been revealed: its comprehensive analysis during studying pedagogical and music-pedagogical subjects; the use of the Suzuki Method as a component of the technology "Organization of successful activities".

Keywords: Suzuki Method; technology of forming musical and creative abilities; preschool children; higher education institutions; future educators.

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СУЗУКІ-МЕТОД У ПІДГОТОВЦІ МАЙБУТНІХ ФАХІВЦІВ ДОШКІЛЬНОЇ ОСВІТИ

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Анотація

У статті представлено результати досліджень щодо використання Сузукі-методу й технології формування музично-творчих здібностей дітей дошкільного віку в КНР засобами Сузукі-методу (автор Сунь Цзінцю) у підготовці майбутніх вихователів у ЗВО України. Виявлено перспективні напрями використання зазначеної технології в освітньому процесі: її всебічний аналіз під час вивчення педагогічних і музично-педагогічних дисциплін; використання Сузукі-методу як компоненти технології «Організація успішної діяльності».

Ключові слова: Сузукі-метод; технологія формування музично-творчих здібностей; діти дошкільного віку; заклади вищої освіти; майбутні вихователі.

Statement of the problem. Reforming the system of preschool education involves improving the training prospective kindergarten teachers in the context of using innovative technologies, forms, methods of work with children, creating an educational and developmental environment, students' study of foreign innovations that are promising in their professional activities. As a result, the Suzuki Method and the technology of forming musical and creative abilities of preschool children by means of the Suzuki Method (author Sun Jingqiu) are gaining popularity. However, according to the results of surveys of kindergarten teachers, students of the specialty Preschool education of higher education institutions of Ukraine (surveys were conducted in Ternopil and Khmelnytskyi regions), the principles of educating the talent of the Japanese violinist and the teacher Shinichi Suzuki, as well as his life and pedagogical ideas, are insufficiently known or completely unknown for kindergarten teachers and prospective specialists.

Analysis of recent research and publications. Problems of training kindergarten teachers at higher education institutions are the subject of numerous scientific studies by

H. Bielienska, V. Chaika, N. Havrysh, K. Krutii, M. Oliinyk, L. Zdanevych, and others. The works of T. Andrushchenko, L. Artemova, A. Bohush, V. Nesterenko, T. Ponimanska, I. Rohalska-Yablonska, T. Stepanova, and others are devoted to the modernization of prospective kindergarten teachers' content of education. A. Bohush, N. Bakhmat, O. Lystopad, O. Pysarchuk, etc. study the formation of students' readiness for innovative activities. At the same time, the analysis of the Suzuki Method was carried out only in individual studies of scientists: Ukrainian scientist O. Zhernovnikova, Polish researcher M. Rogowska, Chinese researcher Sun Jingqiu, etc. American scientist Z. Ebin defended his dissertation on the topics of the Suzuki Method use. Sun Jingqiu substantiated the technology of forming musical and creative abilities of preschool children in the People's Republic of China by means of the Suzuki Method. However, the promising ideas of S. Suzuki and the authors who develop these ideas are not sufficiently implemented in the educational process of preschool education institutions of Ukraine.

The aim of the article: to reveal the conceptual principles of the Suzuki Method, the author's technology of forming musical and creative abilities of preschool children in the People's Republic of China by means of the Suzuki Method and to identify promising ways for their use in training prospective kindergarten teachers at higher education institutions of Ukraine.

Basic material. The Suzuki Method is a world-famous program for children's musical development and talent education, developed by the Japanese violinist and the teacher Shinichi Suzuki. Its special feature is to create an environment for learning music. According to the founder of the Method, every child can learn to play a musical instrument as he/she learns his/her native language.

Using the example of learning to play the violin, S. Suzuki revealed the principles of talent education, which are reflected in the following statements:

1. It is necessary to study music at an early age – 2–4 years; this time is the most optimal for the development of mental processes and muscles coordination.
2. It is compulsory to involve parents in learning to play. They visit all lessons, take notes, study with the child at home.
3. It is important to create a qualitative musical background around the child – an environment where music would be heard, by analogy with language learning: children learn to speak when they listen to their parents' language. So, it is needed to listen to music more often.

4. It is necessary to practice playing a musical instrument before music (notes) learning: first the child learns to speak, and then to read and write.

5. Learning to play should be carried out in a favorable psycho-emotional climate. Positive mood should prevail during lessons, and the whole family should rejoice in the child's success. A better play of older children – friends or brothers / sisters can be a motivation for lessons. No coercion is allowed. There is no mood or is a fatigue – the child can rest.

6. It is necessary to educate talent according to a certain algorithm: after studying a musical text work on high-quality sound, expressiveness of performance. Perfect performance of one work means the ability to study another, but it is needed to hone the skills when working with both. It is not just about technique, but about spirit and heart.

7. Vocabulary and repetition are important: the child, hearing a new word, constantly uses it. Thus, during the musical development, children repeat the passed works, gradually using new skills and techniques.

8. It is advisable to memorize notes: memory develops and the learning process accelerates.

It is necessary to emphasize that the implementation of these statements determines the success not only in learning to play musical instruments, but also in mastering mathematics, poetry, etc. Finally, S. Suzuki himself noted that his goal is not to educate a musician, but a good, noble person. As never before, the ideas of S. Suzuki sound relevant to humanity: “If the whole nation jointly undertakes to raise (educate) children, it may be possible to avoid war” [3].

The analysis of the conceptual principles of the Suzuki Method gives grounds to conclude that the Japanese educator substantiated the philosophy of attitude to life, children and music.

Currently, Suzuki teaching methods are successfully implemented in the educational process in 46 countries and regions of the world. In Japan, there are 1350 educational institutions that implement the Suzuki Method [4, p. 142]. It can be argued that it is very popular in the United States, Europe and Asia. Unfortunately, there is no official Suzuki school in Ukraine yet. There is only a studio “Music Academy” (Kyiv), which develops musical talents of preschoolers by this Method.

According to the research results on the readiness of prospective kindergarten teachers for professional activities at preschool education institutions, students are not familiar with the Suzuki Method and the technology of forming musical and creative abilities of preschool

children by means of the Suzuki Method (author Sun Jingqiu) and can not describe its stages and components.

Such results have necessitated the study of this technology during mastering of a number of subjects of educational and pedagogical program 012 Preschool education, namely: “History of preschool pedagogy”, “Preschool pedagogy”, “Innovative technologies of preschool education”, etc. During the lessons, students get acquainted with the peculiarities of teaching mathematics using the Suzuki Method. “In his book “Nurtured by Love”, the scientist described his experience of cooperation in teaching mathematics in the first two classes of a common school. In one class, children studied according to the usual program, and in another – according to the principles of the Suzuki Method: “continuity” and “the beginning of a new stage occurs only after the last pupil in the class has mastered the subject”. This approach required a lot of ingenuity from teachers and patience from the school administration – the experimental class initially lagged far behind the usual. However, for the second year of study, this class “overtook” the usual program and, as noted by S. Suzuki, the children in it looked happier and calmer, even healthier than in the usual class” [4, p. 143].

Sun Jingqiu’s author’s technology (stages: organizational-creative, developmental-creative and stage of creative self-development) is comprehensively analyzed on the basis of using interactive methods: “Six thinking hats”, “Six pairs of shoes of ways of action”, “Method of incomplete sentences”, etc. During the discussion, the students came to the conclusion about the appropriateness of using the Suzuki Method in working with children, parents, as well as in research. The expediency of using the Suzuki Method as a component of the technology “Organization of successful activities” (achieving life goals in the community of children and parents) has been revealed.

Conclusions. Integration into the world education space encourages teachers and scientists to study the innovations of foreign pedagogy. The Suzuki Method and the technology of forming musical and creative abilities of preschool children by means of the Suzuki Method (author Sun Jingqiu) are the ones that insufficiently known in Ukraine. The use of the Suzuki Method as a component of the technology “Organization of successful activities” is a promising way for research.

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