

- objectively evaluate knowledge and skills in a shorter period of time;
 - create conditions for the development of communicative competence, abilities to work in cooperation;
 - contribute to readiness for independent foreign language learning and further training;
 - gain experience in creative activities.
- Nevertheless, some barriers may emerge while using Internet resources:
- not all teachers know how to use them;
 - the Internet access is not always available;
 - extra few hours at the computer have an additional negative effect on the human body;
 - for most people it is very important to look into the interlocutor's eyes, monitor his facial expressions and catch the subtlest nuances in his voice. And this is almost impossible via Skype lessons [2].

Conclusion. In the conclusion it should be stated that modern life imposes ever-higher demands on teaching the practical knowledge of English in everyday communication and in the professional field. The volumes of information are growing and often the typical ways of its transmission, storage and processing are ineffective. Using online resources offers tremendous learning opportunities and helps us to cope with huge information overload.

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PSYCHOLOGICAL ACCOMPANIMENT OF JUNIOR SCHOCHILDREN IN THE PROCESS OF DEVELOPING MUSICAL ABILITIES

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The article analyzes approaches to motivating the development of musical abilities in elementary school by means of psychological support. Here we highlight the classic, modern and innovative approaches.

At present, the number of clubs in institutions of both basic and additional education, as well as private schools, is constantly growing. Scientific and technological progress has freed up time for parents to identify the abilities of children, including special ones, and their development. If there is a

psychologist in secondary schools, there is no such position in art schools. There is a need to identify patterns of abilities formation, overcoming difficulties in the process of their development and skills application in life. It is no secret that the initiators of admission to schools that develop special abilities are parents. There is an evaluation system and control of the acquired knowledge in an individual form. In this regard, children have a double burden of work that requires perseverance and involuntary waiver of entertainment. This situation is typical for music schools, especially in the process of mastering the instrument. Therefore, musical abilities have been studied by psychologists for more than a century and a half. But now this problem is more relevant according to the era of information technology. Often children stop studying at music school because of the mismatch of their expectations with the efforts to achieve the goal. Junior school age is the most vulnerable in this regard, from our point of view.

L. S. Vygotsky emphasizes that "figurative thinking is the main type of thinking in junior school age. This is a period of activation of children's creative thinking, which rebuilds other cognitive processes. Associative complex is formed by a child of preschool age by combining phenomena on the principle of similarity of individual elements of neighboring phenomena and develops in future during school age" [1]. B. M. Teplov argues that "for musical creativity on a par with special abilities we need common ones: imagination features, visual imagination strength, sense of nature, emotional immersion in exciting content and skill to concentrate in it your mental forces (inspiration)" [2]. Therefore, we believe that the most effective way to increase learning motivation of junior students in the process of developing their musical abilities is to influence the associative susceptibility of music through synesthesia. According to the psychological dictionary, "Synesthesia is a phenomenon consisting in the fact that any stimulus acting on the corresponding sense organ, in addition to the will of the subject, causes not only sensations specific to this sense organ, but at the same time also an additional sensation and representation characteristic of another sense organ. Synesthesia is an enhanced interaction of analyzers" [3]. A number of researchers worked in this direction. Color-sound synesthesia is presented in the works of Trofimova I. A., Vanechkina I. L., Barysheva T. A., Maslova L. P. Auditory-visual synesthesia is considered by Teplov B. M., Yaroshevsky M. G., Tarasova K. V., Kaufman V. I., Gotsfner A. L.. Spatial-auditory synesthesia studied Zelenina E. O.

The aim of our research is to identify the level of influence of psychological accompaniment on students' motivation in music education.

Material and methods. The study will be conducted at the children's school of arts named after A.V. Bogatyreva (Vitebsk) among primary school students. To assess the level of school motivation, the questionnaire of N. Luskanova and the method of testing to determine the leading system of perception of the world were used in the experimental group.

Findings and their discussion. To achieve this goal, we have developed a system of tasks for creative perception of music. This takes into account the

physiological basis of perception of junior students (connection with cognitive processes, motor activity and emotional experiences).

Here we use the ideas of Vygotsky L. S. and Teplov B. M. in the refraction of socio-cultural conditions, the developments of contemporary authors (using auditory and visual channels of perception), as well as working with the missing modalities of perception and the using information technologies proposed by us. Form of work – group.

Schematically approaches to psychological support we reflected in the figure 1.

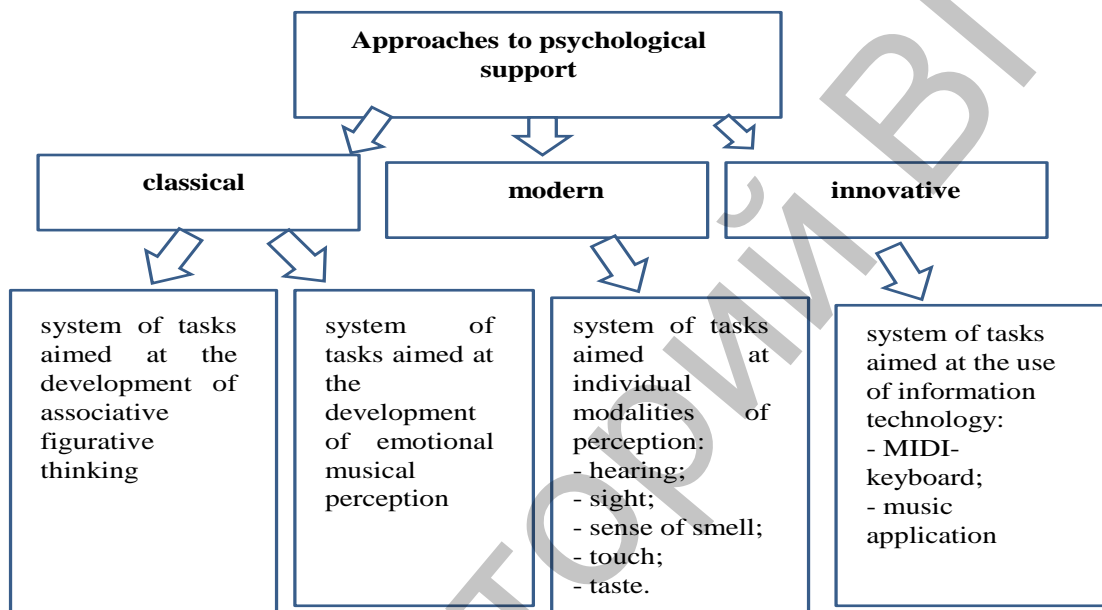


Figure 1. – Approaches to psychological support of junior students in the developing musical abilities.

Conclusion. Thus, it can be concluded that synesthesia is a priority in the development of musical abilities of younger students. There are already a number of developments in this direction, especially auditory and visual modality. However, this question has not been sufficiently studied with respect to other modalities. The novelty of the research lies also in the refraction of classical theories by modern conditions. And the era of information technology development determines the choice of additional innovative resources for the implementation of this goal.

The elements of the system of tasks for the creative perception of music can be used by teachers of music education, parents of primary school students of music schools, as well as psychologists in institutions of additional education.

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