

Set national world view of primary school pupils through music

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Abstract: Nowadays, it is very important to bring up children in the world level, to give right education. According to it, in the teaching process is to develop primary school children's national culture and to set their scientific basis. In the process of teaching national world view through music of primary schoolchildren, to define following pedagogic levels: (1) Sound's, text's correspondence with nature; (2) To describe different changes through music; (3) To set music's role in the people's life and social life; (4) Sound, to understand its historical levels in the music language; (5) To set musical culture of national differences through national world view.

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1.Introduction

Main problem in the teaching process is to set young generation's mind. Like this, educational structure may set only nation's being and mind. Because, to see it with last historical view, to take basis national world view to young generation, to have direction to future only it can help to generation with correlation between generations. To teach youth to national education is the main problem to develop it. This problem is shown in the law of education "About Education" of Kazakhstan Republic.

Any nation must be investigated enough to know its national world view, that's why it must be used in every days teaching of children, it will help to bringing up youth to love their motherland. In the process of teaching youth at first we have to bringing up our youth to know what it happens in the world, at second we have to educate our nation's historical culture, social – economical conditions. If we teach like these questions in our schools, schools problem must be taught well- educated human being and it will be national worth.

Any nation has own national culture and customs and traditions which they have had for a long time. That's why; nowadays it is the main issue in the process of teaching to teach youth to have more opportunity in the education. So, our nation's social-economical life in economical relations, which has some changes in political- economical, social-cultural, spiritual relationship conditions have these problems in the process of teaching youth. And so, it is very important question for schoolchildren to be taught in the world level, in the civilization to have liked this education. All of these changes may be taught in the primary schools only in the primary schools it will set children's world view, our national

culture and scientific basis. Nowadays sciences like physiology, psychology and medicine investigated that music has a great role in the process of education. Preschool, School and Primary school use music in the process of teaching, national cultural sights, world view settings and scientifically - pedagogy's structures.

Some Kazakh scholars in their own works investigated Kazakh national music and culture and how to achieve their aim, pedagogy's opportunities.

So, to investigate pedagogy literature whole music art, its world view role, pedagogy demands (ways, forms and so on), it is shown that in primary school it didn't investigated. So, from primary school children we must save our national useful beginners and human cultural inheritance, and we must teach their world view and set opportunities.

2.Materials and Methods

To set music from primary school children through national world view level, to define its pedagogy demands, to make methodological structure. According to this problem to analyze literature, to monitor education process, to have a talk, to have a questionnaire, to have an experiment, all of these results solve in the way of mathematics.

3.Results

To set music through primary school children's national world view and had experiment. Experiment was at schools in Shymkent and Turkistan.

In the process of teaching with children had a conversation, observation, wrote an essay, set world view quality and quantity results, to analyze creative exercises, to investigate schoolchildren's components at lessons and out of it, defined sizes (table 1).

Table 1- Set music through world view components, sizes at systems primary school children

	Components	Sizes	Indications
1	Content	Educational size of music	Education about musical creative content. According to musical creative genres peculiarities define. To give main results of musical creative works.
2	Emotional	To take musical creative works, relationships	To take musical creative works with emotion. To listen to musical creative works, from hearing music to have pleasure. To develop musical interest.
3	Conditional	To have musical lessons	To carry to emotion from musical creative works. To develop musical singers, listeners' sights. To grade musical works.

These components, systems, indications define primary school children's world view levels (high, middle, low).

High level: at lesson and out of it which have had musical works about enough, to define them as genre peculiarities, to understand esthetically importance, to have musical works with emotion, to listen to them, to sing when somebody sings to have esthetically emotions, to play at musical instruments, to grade musical works after listening to it.

Enough level: at lesson and out of it which have had musical works about enough, to define them as genre peculiarities, to understand esthetically importance, to have musical works with emotion, to listen to them, to sing when somebody sings to have esthetically emotions, to play at musical instruments, to grade musical works after listening to it without teacher.

Middle level: at lesson and out of it which have had musical works about not enough, can't define them as genre peculiarities, to understand esthetically importance, to have musical works with low emotion, to listen to them, to sing when somebody sings to have low esthetically emotions, not enough to play at musical instruments, to grade musical works after listening to it with the help of a teacher.

Low level: at lesson and out of it which have had musical works don't know about it, can't define them as genre peculiarities, don't understand esthetically importance, don't have musical works with emotion, don't listen to them, don't sing when somebody sings to have low esthetically emotions, don't play at musical instruments, can't grade musical works after listening to it with the help of a teacher.

These sizes define schoolchildren's musical meanings at what level they are, at what mood they

are, compare them, help them what educational level they are.

To understand music - through music you can solve any problem; it investigated as the main point. Any forms, we may say they are, listening, singing, to know musical note and etc. To learn music, at first we must listening and after it we must sing it, that's why at the process of singing we need intonation clarity, pay attention to diction. At the process of teaching music to children teacher plays at musical instruments some tact or do some dancing exercises, these changes teacher must understand and to give it to children. It helps to understand music. To understand music - it does not only take it but understand it with mind.

4. Discussion

All of these problems of teaching through music national world view of children may have next pedagogy levels:

- Sound, text, language of a music from nature, to give meanings of them;
- To describe changes which happens in the nature;
- The role of a music among people and social life;
- Sound, to have historical levels of it;
- From musical art to have peculiarities of national world view.

After taking experiment we noticed that children's national world view is low.

Some questionnaires' answers have right answers; some of them have some thoughts. Participants who take part at the questionnaires 130 children, 25 of them didn't listen to music with mind, 37 of them didn't hear tact, sound, 36 of them didn't have long pleasure after listening music, 32 of them didn't pay attention to nationality and author. So, in

one secondary school children at 4 forms, they had at 2 and 3 forms national folk songs, they couldn't remember about it and etc.

After taking experiment we noticed that problematic objectives that to achieve aim at primary school after talking to teachers of music we noticed that theoretical, methodological educational levels are very low. After taking questionnaires of teachers we noticed that 62 % of them didn't use at lessons national world view, traditions and customs, they didn't know how to use theoretical, methodological, practical tasks, teachers who know they couldn't show their opportunities.

At the process of experiment we had three components (content, emotional, conditional) preparing questionnaire shows the level of the primary school children.

At the investigating process school children's answers were different. Children's 63 % grade high the music as the main point at human being, 13% didn't grade, 43% said that music influenced their mood, 9% had pleasure only that time. All schoolchildren want to play at musical instruments but only 10% of them didn't pay attention to any

musical instrument. All schoolchildren like to go to lesson after school, but their wishes are low. 56% of them like folk key, 33% of them like foreign music. 12% of them wish to write poems, 47% of them said that note is very difficult.

The results of experiment shows that schoolchildren's esthetically relationship is very low. According to results of the investigation the reason of it that children didn't know musical compositions, musical genres, it isn't enough musical lessons.

At the setting process of the experiment art of music through national world view, they have to be conversations about music, playing at the musical instruments, seeing musical clips, developing musical exercises, grading and analyzing music, discussing all of these methods must be used.

We divided hobby groups into two groups. The first group is out of lesson, it had following objectives:

- To develop musical interest at primary schoolchildren;
- To have musical creative works;
- To develop musical singing and musical instruments.

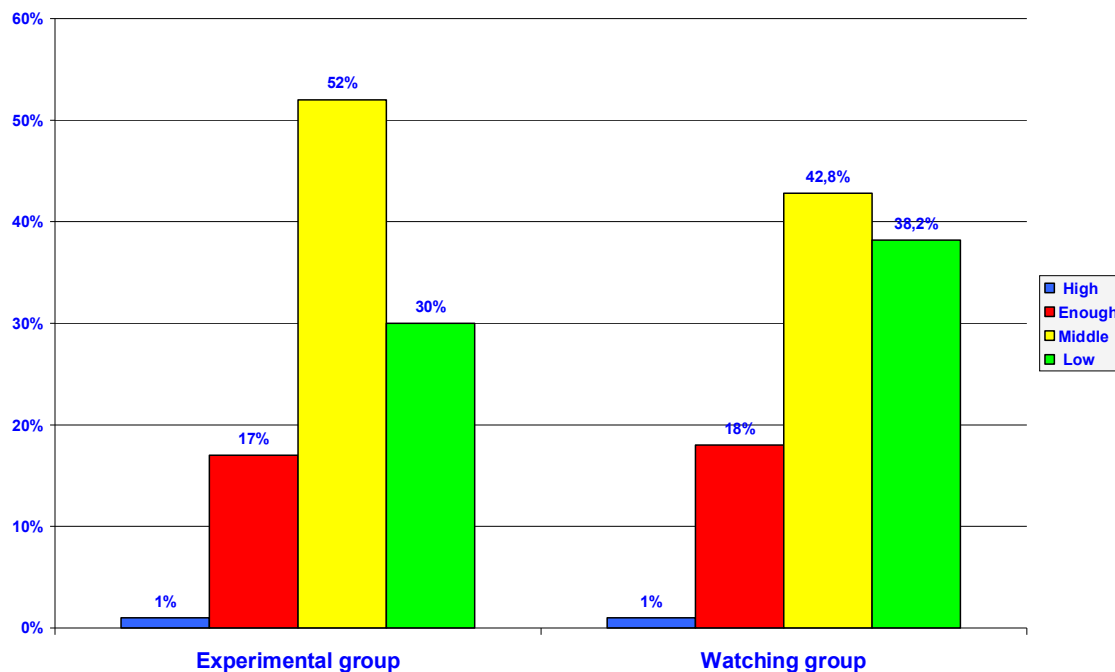


Chart 1 - Setting of the children's world view (percentage)

We understood that it was very important that children had to know about national world view so, we had seminar for teachers "Music – national world view setting".

The second group "to travel through music to the world" was out of lesson. These objectives have

the following answers: to teach how to play at musical instruments; to develop children's interest; to grade and analyze musical compositions.

Experimental works of last level set components of children's world view through music (content, emotional, conditional). Results may see at 2, 3

tables. Experimental works' conclusion is shown at 1, 2, 3 charts.

According to the picture, at experimental group high level – 1% , enough level -1 % at watching group, watching group – 18,0%, experimental group

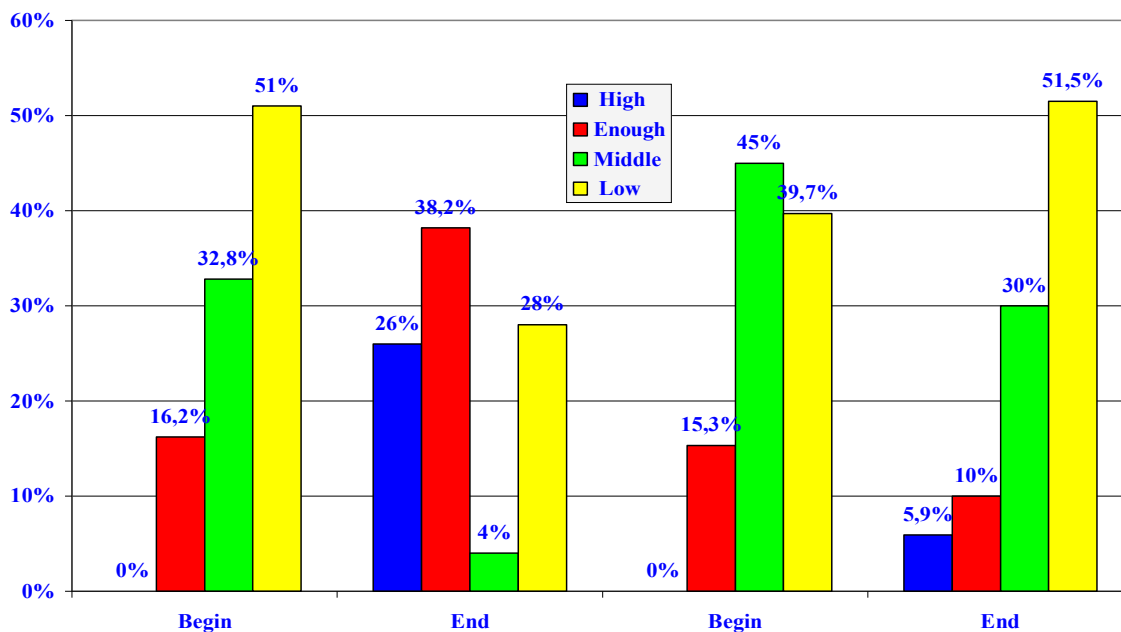
– 17,0%, middle level, watching group – 42,8%, experimental group – 52,0%, low level at watching group – 38,2%, experimental group -30,0% were shown (table 2).

Table 2 – Children’s national world view at components of developing %.

		Experimental group (EG)- 224,				Watching group (WG) - 226			
Components	Working time	high		enough		middle		low	
		EG	WG	EG	WG	EG	WG	EG	WG
Content	Top	1,0	1,0	17,0	18,0	52,0	42,8	30,0	38,2
	Bottom	12,1	3,2	36,1	16,0	36,0	42,1	15,8	38,7
Emotional	Top	0,0	0,0	16,2	15,3	32,8	45,0	51,0	39,7
	Bottom	26,0	5,9	38,2	10,0	10,4	30,0	28,0	51,5
Conditional	Top	0,0	0,0	15,7	14,2	44,0	34,8	40,3	51,0
	Bottom	11,7	4,5	29,3	10,9	37,0	33,0	22,0	52,1

Setting of children’s world view is at emotional component level. Chart 2 experimental and watching groups at high level 0,0%. Enough level of experiment 16,2%, watching group – 15,3%, middle

level experimental group – 32,8%, watching group – 45,0%, low level of experimental group – 51,0%, watching group -39,7%.



Experimental group **Watching group**
Chart 2 - Emotional component of developing level (percentage)

Next to find out conditional components levels of national world view.

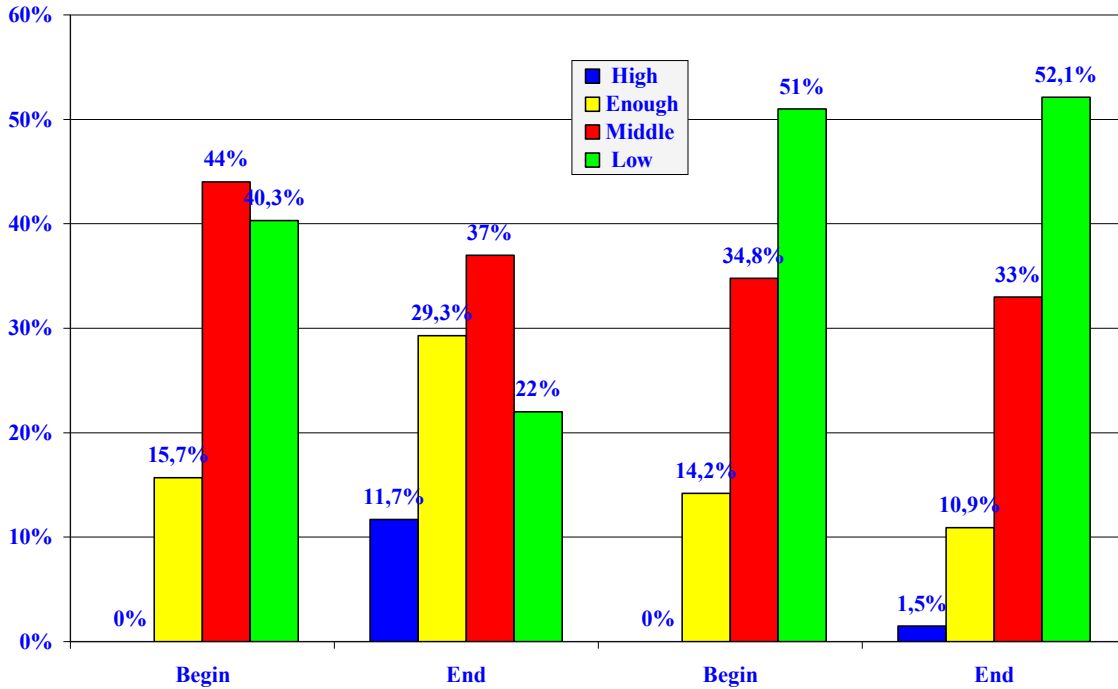


Chart 3 – Result of experiment of conditional components level

Taking results to prove it has to χ^2 Pierson's agreement is used: χ^2 (x- square) criteria gives the following formula.

$$T = \frac{1}{n_1 n_2} \sum_{i=1}^e \frac{(n_{1i} Q_{2i} - n_{2i} Q_{1i})^2}{Q_{1i} + Q_{2i}}$$

Here n_1, n_2 - experimental and watching groups;

Q_{1i}, Q_{2i} - it is a quality of children's number;

C- Number of free.

Meaning level – 0, 05

This criterion is the result of experimental and watching groups. So, if the result is nearly given the answer to the problem it will be quality

$\chi^2_{emp} < \chi^2_{krit}$ if χ^2_{emp} -found level, and χ^2_{krit} table level. If $\chi^2_{emp} > \chi^2_{krit}$ experimental and watching groups' results (chart 3).

This, C- free level of the picture: 4-1=3

Given result $\chi^2_{krit} = 11,3$ (chart meaning) compare.

$\chi^2_{emp} > \chi^2_{krit} 99\% > \chi^2_{krit} 95\%$ to $\chi^2, 17,9 > 11,3 > 7,81$ between them are given the results.

Table 3 – Given results of χ^2 Pierson agreement.

T_{krit} and T_{emp} meanings

groups	n	Dividing educational level				C	$T_{крит}$	$T_{эмн}$
		high	enough	middle	low			
experimental	120	12,1	36,1	36,0	15,8	3	7,81	17,9
watching	120	3,2	16,0	42,1	38,7			

This given results of the experimental of χ^2 criteria which is divided experimental and watching groups.

So, experimental results of the research of the primary school children of the world view is given pedagogy meanings, methodological benefit.

5. Conclusion

1. Musical compositions are developed children's interest to it;

2. Through music of the primary schoolchildren set world view – sound, music language, their connection with nature;

3. School children's national world view set through music of next points:

- Through music gives own point of view as a human being;

- Children's relationship with esthetically life, world view human being worth;

- At lesson and out of it connect it with ethno pedagogy;

- General psychology development of children;

- Children's creative and interest at music;

- Educational process at school. The results of the research may be used at primary schools. This difficult problem wasn't our aim to solve.

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