

DVD, etc. Efficiency of work is evaluated as a student progresses in a subject via an organized control of achievements (computer testing). Score-rating system allows one to evaluate the received results in a comparison mode. Thus, a student controls the process of his education himself.

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PEDAGOGICAL PREVENTIVE MAINTENANCE OF PSYCHO-EMOTIONAL FRUSTRATION OF SCHOOLCHILDREN AT MUSIC LESSONS AT COMPREHENSIVE SCHOOL

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This article discusses the pedagogical methods of prevention of psycho-emotional disorders, primary school children to music lessons in secondary school, as well as the results of experimental and experimental verification of effectiveness.

The choice of the given theme isn't casual, because more often school psychologists reveal the pupils having various neuroses. I want to give particular attention to the way musical material using the techniques of art therapy combined with art pedagogy influence the psycho-emotional condition of children of a younger school age. We live in a difficult psychological condition in modern big cities, and the education of schoolchildren is of great value.

Children spend a majority of their day in school. Therefore, school becomes a major factor in the formation of the child's personality, and this person shapes our future generation. This pedagogical process requires a great deal of work, and special attention to each individual child's needs, growth, and development. On a surface level,

a child's music lessons in an educational setting may seem to simply bring the child happiness; however, the emotional connection to the study of music and to the music itself occurs at a deep level of consciousness, a level that can be understood only through psychology and psychological understanding. Music is capable of an influence on the sensual-emotional sphere of an individual's consciousness and sub-consciousness; it is at these deep levels of influence that music has the strongest and most positive effects. It has been shown time and time again by generations of philosophers, psychologists, and, most importantly, teachers. The teacher of music carries out a most important psychological-pedagogical function: the use of techniques in psycho-emotional correction and preventive maintenance of psycho-emotional frustration in children in order to create a healthy, encouraging environment in which to study. However, a close analysis of the text books used to train teachers in music education shows that this process is entirely absent; indeed, the idea of using pedagogy and psycho-emotional analysis in a combined technique is not realized, nor is it even considered by teachers of music.

I believe the use of psycho-therapeutic methods in tandem with pedagogy in the musical education of children is vital. The urgency in gaining understanding into this field is made apparent by the lack of discussion in the materials, programs, and methodical recommendations that are used to train teachers in music education. My objective is both clear and necessary: to develop a technique of preventive maintenance of the psycho-emotional state of children in their study of music so that their emotional health may be nurtured in an environment that understands the deep connection between music and the psyche.

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