

**INNOVATIVE TECHNOLOGIES IN THE VOCAL LESSON
AT THE CHILDREN'S ART SCHOOL**

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Abstract. The study addresses the problem of identifying and developing artistic talent, including vocal talent through innovative technologies used by the teacher.

Issues related to supporting the development of giftedness have always been relevant. At the state level, regulations are adopted to support gifted children. Vocals as a means of developing giftedness is one of the unique means, since on the basis of natural inclinations - voices, specific features of the development of the vocal apparatus - individual speech and intonation abilities are developed, the aesthetic sensual outline of the melody is traced, speech skills are developed (breathing, diction, articulation apparatus, etc.). Vocals as a means of developing giftedness is one of the unique means, since on the basis of natural inclinations - voices, specific features of the development of the vocal apparatus - individual speech and intonation abilities are developed, the aesthetic sensual outline of the melody is traced, speech skills are developed (breathing, diction, articulation apparatus, etc.). Time does not stand still, education needs new trends. Thanks to this fact, innovative technologies are being developed in the education system, as well as the use of digital technologies in the classroom.

Purpose of the study to develop and test technological tools for the development of students' needs to achieve success in improving their voices and develop their creative abilities - vocal talent.

The development of the child's vocal talents requires the teacher to possess pedagogical and artistic-aesthetic competences that would actualize two components simultaneously: the development of the child's personality motivated, prompted the child to success, developed the need for continuous improvement and the development of vocal talent as an individual others making his voice recognizable among a multitude of voices.

The tasks of the application of innovative technologies: developing - the development of emotional and aesthetic responsiveness to musical sound and speech intonation, artistic and aesthetic taste in the selection of the vocal repertoire, culture of vocal performance; technological - the development of vocal-performing, vocal-technical skills based on

understanding and understanding the theoretical knowledge of vocal; educational - raising interest in musical culture, spiritual and moral qualities of the individual (initiative, independence, self-control, etc.), pride in the cultural vocal heritage of their country.

The research methodology is based on the works of T.D. Smelkov, L.B. Dmitriev, V.A. Bagadurov, M.L. Lvova, I.K. Nazarenko, B.M. Teplov, K.K. Platonov, V. Shtern, A. Melik-Poshaev.

When classifying the methods, the features indicated in the works of N.A. Samoldina - "the method of phased analysis of the work", M.I. Glinka "the concentric method", O.S. Izyurova, Seth Riggs "the method of singing in the speech position", V.V. Yemelyanova, "a photo-pedic method of voice development," V. Kuznetsov, "a method of communicating with the audience."

The results of the work are the development and testing of pedagogical methods for the development of a culture of vocal performance and vocal talent.

The application of innovative technologies to the practice of vocal lesson has shown its effectiveness. The following results were achieved between the teacher's and the student's joint activities: confident and high-quality performance of the work in public; ability to use mobile applications for the development of vocal abilities: Da tuner, metronome, beats, piano pro; education of students of citizenship, patriotism, dedication, diligence, respect for the rights and freedoms of a person, love for the surrounding nature; organization of meaningful leisure activities for children; individual manner of performance, coordinated motor apparatus, excellent ear for music and memory, public recognition of the outstanding vocal abilities of the individual, self-realization of the personality.

Keywords: Innovative technologies, digital technologies, additional education, artistic talent, vocal talent

Introduction

President of Russia V.V. Putin signed the Decree of May 29, 2017 No. 240 "On declaring a decade of childhood in the Russian Federation". One of the provisions of the Decree is the search and support of talented children, the development of artistic talent. This is not only personal property, but also a resource, because the voice of art has the ability to break through borders. The language of art is understandable to every nation and this makes it possible to unite people in common values and meanings.

Recently, there has been a positive trend of comprehensive familiarization of the child with different types of art, which contributes to the development of his artistic talent. Studies of T.D. Smelkov. L.B. Dmitriev, V.A.

Bagadurov, M.L. Lvova, I.K. Nazarenko, B.M. Teplov, K.K. Platonov, V. Stern, A. Melik-Poshaev pay attention to this topic. The means of developing artistic talent of children are: choreography, drawing, vocal, instrumental art (playing an instrument) and other forms of artistic and aesthetic activity.

Vocals as a means of developing giftedness is one of the unique means, since on the basis of natural inclinations - voices, specific features of the development of the vocal apparatus - individual speech and intonation abilities are developed, the aesthetic sensual outline of the melody is traced, speech skills are developed (breathing, diction, articulation apparatus, etc.). The culture of vocal performance is the result of the joint activity of the child and the teacher, which distinguishes one performer from another, being the basis for the birth of the child's vocal talent. It is the concept of "vocal-performing culture" that integrates the many components of professional singing and is the defining indicator of a good singer and talented musician. When we talk about a high level of vocal-performing culture, we mean the presence of a vocal-technical base, and vivid performance skills, and a general sense of proportionality of all musical elements and quality characteristics, connected to artistic integrity (Smelkova T.D., 2014). The ability of the child to create a new image with the help of means of artistic expression is the basis for the development of vocal talent. According to Platonov K.K., giftedness is a genetically determined component of abilities that develops in relevant activities. Vocal data: voice type according to the character of the timbre in the primary voice range; manner of singing; primary speech tone; primary speech and singing range; musical abilities - pitch, sense of musical rhythm; acting skills - a sense of image, imagination, ability to improvise (Rakhmankina I.A., 2016). Thus, vocal talent implies the presence of vocal data developed in the process of learning in vocal lessons.

Objectives. The process of development of vocal talent.

Purpose of the study is to develop and test technological tools for the development of students' needs to achieve success in improving their voices and develop their creative abilities - vocal talent.

The development of the child's vocal talents requires the teacher to possess pedagogical and artistic-aesthetic competences that would actualize two components simultaneously: the development of the child's personality motivated, prompted the child to success, developed the need for continuous improvement and the development of vocal talent as an individual others making his voice recognizable among a multitude of voices.

Along with pedagogical and artistic-aesthetic components, the teacher must have design competencies that allow to design the process of development and support of gifted children (Kumova L.A., Chumicheva R.M., 2017).

In the process of research work, an artistic-aesthetic model of the development of vocal talent in the children's age period was developed and tested. The purpose of the artistic-aesthetic model: to develop and test technological tools for the development of students' needs to achieve success in improving their voices and develop their creative abilities - vocal talent. The tasks of the artistic and aesthetic model: developing - the development of emotional and aesthetic responsiveness to musical sound and speech intonation, artistic and aesthetic taste in the selection of the vocal repertoire, culture of vocal performance; technological - the development of vocal-performing, vocal-technical skills based on understanding and understanding the theoretical knowledge of vocal; educational - raising interest in musical culture, spiritual and moral qualities of the individual (initiative, independence, self-control, etc.), pride in the cultural vocal heritage of their country.

Methodology

The classification of methods is based on the signs indicated in the works of N. A. Samoldin, who developed the "method of phased analysis of the work", from the name itself it is clear that the whole process of learning a work must be carried out in stages: learning the melody, work on breathing, further nuances, artistic image ; M.I. Glinka - "concentric method": singing exercises in the lower range with a gradual increase in the intervals; O. S. Izyurova, Seth Riggs - "method of singing in the speech position"; V.V. Yemelyanova is a "photo-pedic method of voice development": along with the development of vocal and technical foundations, it is aimed at removing psychological clips, the exercises must be performed with movement to the beat of the work; V. Kuznetsova - "the method of communication with the audience": you can have great vocal and technical skills, have a beautiful timbre, but if there is no emotional component, there is no artistic image, the vocalist will not be able to convey to us the meaning of the work, our hearts will not falter.

The main principles of the development of pedagogical technologies for the development of a culture of vocal performance and vocal talents were: axiological, asserting the value of vocals in the preservation and development of national culture; activity, which determines the position of the teacher in the self-development of vocal talent; differentiated approach, which determined the classification of pedagogical methods regarding the problem being solved; individuality, which determines the selection of

pedagogical technologies regarding the individual characteristics of the development of vocal data of a student, etc.

Results and classification of pedagogical methods for the development of a culture of vocal performance and vocal talent is presented in Table 1.

Table 1. Classification of pedagogical methods of developing a culture of vocal performance and vocal talent

Methods	Method Name	Goal	Method Discourses	Expected Results
Developmental Methods	The method of visualization of vocal work, Figurative representation	Internal focus, the development of emotionality	Formation of musical-aural, visual representations in the vocal composition	Confident and high quality performance of the work in public
Technological Focus	Dichotomous	Self-preparation, achievement of student self-control, objectivity in the assessment of intonation, development of a sense of rhythm	The use of modern digital technology, reproduction of the melody without rhythmic pattern	The ability to use Mobile applications for the development of vocal abilities: Da tuner, metronome, beats, piano pro
Methods of Educational Orientation	Spiritual and moral, patriotic	To raise interest in musical culture, instill a sense of pride in the cultural vocal heritage of their country	Acquaintance with traditions, preservation of Historical memory, formation of patriotic feelings through a specially selected repertoire. Victory Day (music D. Tukhmanov, words V. Kharitonov), I love you, Russia (music D. Tukhmanov, words M. Nozhkin),	Raising citizenship, patriotism, dedication, diligence, respect for human rights and freedoms, love for the surrounding nature; organization of meaningful leisure activities for children.

			music Angel S.V. Rachmaninov, M.Yu. Lermontov, Russian folk song "In the raw forest of the path" processing I.F. Stravinsky	
Methods for the development of Individual Giftedness	Introverted, extroverted	Develop vocal talent based on the individual	It is necessary to develop an Individual approach that is positive	Individual style of performance, coordinated motor

Findings

The application of innovative technologies to the practice of vocal lesson has shown its effectiveness. The following results were achieved between the teacher's and the student's joint activities: confident and high-quality performance of the work in public; ability to use mobile applications for the development of vocal abilities: Da tuner, metronome, beats, piano pro; education of students of citizenship, patriotism, dedication, diligence, respect for the rights and freedoms of a person, love for the surrounding nature; organization of meaningful leisure activities for children; individual manner of performance, coordinated motor apparatus, excellent ear for music and memory, public recognition of the outstanding vocal abilities of the individual, self-realization of the personality.

The 21st century is the century of innovative technologies, the century of global computerization. In this regard, in our time it is impossible to neglect the fruits of the developing technology, since it is necessary to keep up with the times.

Thus, the use of information technology, modern mobile applications in vocal lessons, is a response to the information challenge of society and contributes to the development of vocal talent.

The use of technical equipment in vocal lessons.

Discussion. The main task of vocal lessons - posing voice. This is the process of mastering the proper coordination, the most rational interaction of the organs and systems of the vocal apparatus for professional use (Glossary of musical terms, 2012).

It is also necessary to avoid voice tightness. To free the voice is to free the person, and each person is indivisibly mind and body. Since physical processes generate the sound of the voice, the inner muscles of the body

must be free to receive the sensitive impulses from the brain. To free the voice is to free the person, and each person is indivisibly mind and body. Since physical processes generate the sound of the voice, the inner muscles of the body must be free to receive the sensitive impulses from the brain. The person is heard, not the person's voice (Linklater Kristin, 2006)

In vocal classes, ideas about the correct singing sound are most often carried out on the basis of a sound show, a verbal description of the correct sound, and an assessment of the resulting sound by the teacher. However, the evaluation of the sound of your own voice during singing is difficult, since it is often difficult for an inexperienced vocalist to assess her own sound. Such technical training tools as a computer, video camera, tablet, smartphone can help teachers in the formation of such ideas.

With their help, the teacher and the student can listen to (see) the recording of the lesson, speeches several times. In this case, the assessment of the resulting sound is provided not only by the teacher, but also by the student, who has received the opportunity to hear his voice from the outside and evaluate it together with the teacher (Savina, O.G., 2015). In smartphones and tablets there is a massive number of applications that will help the student in the learning process.

DaTuner application (available in the free version on the android platform). This application is used in practice quite simply. At the time when the student plays a note, the application determines exactly what note the student sings. In this application, notes are denoted by Latin letters: "C" - "Do", "D" - "Re", "E" - "Mi", "F" - "Fa", "G" - "Sol", "A" - "La", "B" - "Si". (#) sharps and (b) flat in this appendix are designated as (#). In the musical language, it is assumed that "B" should designate the note C-flat (s), but this is a minor error of the application. Teachers quite often encountered such a problem, when pupils cannot independently determine the purity of their own intonation, do not understand when they increase, and when they lower the intonation. In such cases, the DaTuner application helps a lot, while the student is singing a cappella, the student sees on the screen what notes he sings, and draws conclusions accordingly. What is good about this application? It helps to work and achieve positive results not only with students who have been studying for several years and are fairly well proficient in musical notation, but also with novice students who absolutely do not own musical literacy. In working with them, I use vocals with the DaTuner application. For example, in F. Abt's vocalises, the melodic line is complex in moderation, easy to remember, and the entire vocal line is signed in tones.

Also undoubted help in the learning process is provided by an application such as Metronome Beats. This application can be downloaded in the free

version on the Android platform. The biggest advantage of this application is mobility, portability, and ease of use. Metronome is always at hand. The metronome is (Greek ἐμέτρον - measure, νόμος - law) - a device that marks short periods of time with uniform strokes. It is mainly used by musicians as an accurate tempo reference when performing a musical work at rehearsal. Any musical performance must be clear and rhythmically organized. A metronome is an excellent device for this, but very often musicians cannot play a musical instrument with a metronome, because they do not understand the direct purpose of the instrument. It is undesirable to work without a metronome at the initial stages of training, since it is he who has the key influence on the development of rhythmic hearing. Often, when learning, and not only learning vocal work, teachers face the fact that the student does not feel the tempo of the work, is confused in the rhythmic pattern. In this case, the metronome comes to the rescue.

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