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## **The motivation - a condition for optimization of singing activity in elementary school pupils**

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In Bulgarian's musical education the experimental research are directed to define musical contents and ensure optimum conditions for improvement of musical and art abilities in all children (3,5,7,11).

The formation of concrete attitude in children to the music and music culture requires to form motives for musical activity.

Much theoretical and experimental research reveal some problems from psychological aspect which are connected with personality's motivation (A.N.leontiev, 1975, L. I. Bogovich etc., 1951, E. V. Chudnovski, 1968, P. M. Jakobson, 1969, V. S. Merlin, 1971, V. G. Aseev, 1976, V. I. Covalev, 1981 ect).

There are a little research in the musical psychology which consider some basic state of the musical motivation (G. S. Tarasov, 1971, I. L. Vahnanska, 1978 ect.).

It gives us a reason to stop on the problem for motivation in singing activity in pupils, because it is not worked out enough in the theory and in the musical - pedagogical practice. It necessitated to make clear and build a model of the structure of the motivation for singing activity in elementary school pupils before starting the experiment.

The basic question here is to make clear the role of motivation for improvement of the quality of the singing activity in pupils.

We put this aims:

1. To elucidate the dynamics of motivation and singing improvement in pupils after we have carried out the experiment.
2. To survey the specific of motivation in pupils with different singing abilities.

### **Method**

We applied complex method, which gave us a possibility to survey the motives, level on the educational motivation and the level on the singing improvement of children. There were used psychologic and pedagogic experiment (ascertainment, teaching and control), inquiry, interview, observation.

When we carried out the ascertain and control experiment we used this system by tools. Arrangement of given motives, problem situations, choice of musical activities, making by pupils; "Return to the reality again", "Composition" and ect. There were determined indexes for diagnostics of the motives and singing improvement in pupils.

### **Analysis of the results**

The results of ascertain experiment shows us that there are predominate the relative parts on the recognizably motives. In EG ( the experimental group) I-st rank

place gets the motive “I sing because the music lessons are very interesting” and in CG( the control group)- the motive “I sing because the songs tell us about motherland, party, USSR, pioneers...”

From the personal motives predominate the motives about entertainment. The broad social motives do not take a leading place although in elementary school ages they are leading, according others researches connected with the educative activity. We think that the pupils do not realize enough the importance and the meaning of singing activity for their general development. Besides in free talks pupils do not point us motives for participation in different musical activity except the pleasure of singing the songs.

After implementation of this experiment there are dominate recognizably motives again but in EG they are the motives for art performance of the songs and motives for getting aesthetic delight from the singing(“I sing because my own singing gives me a pleasure” and “I sing because my teacher teach us to sing the song expressive with “ the most beautiful sound”).On the III-th place is the motive for participation in creative activity(“I sing to learn to create songs”)The last one motive shows highly through situation “Birthday”. The difference is big ( $x = 10,14$ ,  $p < 0,01$ ).

After implementation of experimental teaching in EG there come changes also in the level of educational and recognizably motivation (graph 1).

From the data in the graph we see that the level of the educational motivation has improved. Therefore there is not difference between boys and girls as in the beginning of the experiment.

Based on the middle data we distributed the pupils on three groups: for high, middle and low level of educational motivation. In the end of experiment the frequency of the girls with high level increases quiet a lot.

There is change in level of the singing development of the pupils which affects on the results of activity (Fig.1).

We compared the results for high, middle and low level and we found that the pupils with high level (boys) increases and the low level (girls) decreases in EG.

It is of interest to pedagogic practice to make clear the essence of the educational motivation of the pupils with high and low development. The pupils from EG with high level wish to take part in different creative activity. The pupils , who in the end of experiment are with low level of singing development ,are with high level of the educational motivation. The pupils from CG with high level of singing development have not motives for achievement of art performance and motives for creative activity. We do not find this motives in the pupils with low level of singing development too.

### **CONCLUSIONS:**

1. We found this tendency in dynamics of the motivation:
  - a) the dominant motives – for beautiful singing of the songs, for aesthetic delight from singing – are changed the most.
  - b) the wish of pupils of EG to take part in singing activity is a result of deliberately given aim.
2. The performance of the pupils in creative activity (singing improvisations) increase the activity level. This creates interest, which is a source of creation for pupils and base of theirs attitude to singing activity.