



TERTIARY EDUCATION ПЕДАГОГІКА ВИЩОЇ ШКОЛИ

UDC 37:004.588;004.85

DOI 10.35433/pedagogy.3(118).2024.4

SOCIOCULTURAL EDUCATION OF THE PROSPECTIVE PRIMARY SCHOOL ENGLISH TEACHERS BY MEANS OF MUSICAL ART

O. S. Mykhailova*

The article is dedicated to the important issue of sociocultural education for future primary school English language teachers through the use of musical arts. It highlights key aspects of sociocultural education, which is a crucial component of modern pedagogical practice, and emphasizes the use of music as a powerful tool for developing the communicative and cultural competence of future educators. Music here serves as a powerful means to enhance motivation, interest, and the effectiveness of learning.

The use of various innovative technologies in education leads to increased motivation for learning foreign languages and provides opportunities for individualizing the learning process. As a result, education becomes more qualitative, with a creative approach to optimizing learning conditions and gradual steps toward mastering a foreign language. Innovative technologies allow for adapting the learning content to the individual needs, interests, and abilities of each student, increasing engagement and promoting better learning outcomes.

A decisive component of effective sociocultural education is the pedagogical interaction between a teacher and a student. This interaction creates optimal conditions for the free use of educational materials and resources, as well as for the exchange of experience between the teacher and the student. Such interaction contributes to the creation of a shared learning environment, where both parties contribute to the learning process, enhancing mutual understanding, creativity, and critical thinking.

Since the foreign language environment has become an integral part of the life of anyone learning a foreign language, the importance of intercultural communication between representatives of different nations and cultures cannot be overstated. The ability to communicate effectively in a foreign language not only facilitates the exchange of ideas and experiences but also promotes cultural awareness, tolerance, and respect for diversity.

By focusing on the development of intercultural communication skills, future English language teachers can prepare their students for confident and respectful communication with people from diverse cultural backgrounds, contributing to a more inclusive and interconnected world.

Keywords: sociocultural education, communicative competence, English language, musical arts, future teachers, primary school, education.

* Candidate of Pedagogical Sciences (PhD in Pedagogy), Docent
(Zhytomyr Ivan Franko State University)
oksana.mykhailova777@gmail.com
ORCID: 0000-0003-2559-8435

СОЦІОКУЛЬТУРНЕ ВИХОВАННЯ МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ ПОЧАТКОВИХ КЛАСІВ ЗАСОБАМИ МУЗИЧНОГО МИСТЕЦТВА

О. С. Михайлова

Стаття присвячена важливій проблемі соціокультурного виховання майбутніх учителів англійської мови початкових класів за допомогою музичного мистецтва. Вона висвітлює ключові аспекти соціокультурного виховання, яке є важливою складовою сучасної педагогічної практики, і акцентує увагу на використанні музики як потужного засобу навчання для розвитку комунікативної та культурної компетентності майбутніх педагогів. Музика тут виступає як потужний засіб для підвищення мотивації, зацікавленості та ефективності навчання.

Використання різноманітних інноваційних технологій у сфері освіти призводить до підвищення мотивації до вивчення іноземної мови та надає можливості для індивідуалізації процесу навчання. Результатом цього є якісніша освіта, творчий підхід до оптимізації умов навчання, поступові кроки до оволодіння іноземною мовою. Інноваційні технології дають змогу адаптувати навчальний контент до індивідуальних потреб, інтересів і здібностей кожного учня, підвищуючи залученість і сприяючи кращим результатам навчання.

Вирішальною складовою ефективною соціокультурної освіти є педагогічна взаємодія вчителя та учня. Така взаємодія створює оптимальні умови для вільного використання навчальних матеріалів і навчальних ресурсів, а також обміну досвідом між викладачем і студентом. Така взаємодія сприяє створенню спільного навчального середовища, де обидві сторони роблять свій внесок у навчальний процес, покращуючи взаєморозуміння, креативність і критичне мислення.

Оскільки іншомовне середовище стало невід'ємною частиною життя кожного, хто вивчає іноземну мову, важливість міжкультурного спілкування між представниками різних націй і культур важко переоцінити. Уміння ефективно спілкуватися іноземною мовою не тільки сприяє обміну ідеями та досвідом, але й сприяє культурній обізнаності, толерантності та повазі до різноманітності.

Приділяючи особливу увагу розвитку навичок міжкультурного спілкування, майбутні вчителі англійської мови можуть підготувати своїх студентів до впевненого та шанобливого спілкування з людьми з різним культурним середовищем, сприяючи більш інклюзивному та взаємопов'язаному світу.

Ключові слова: соціокультурне виховання, комунікативна компетентність, англійська мова, музичне мистецтво, майбутні вчителі, початкова школа, освіта.

Introduction of the issue.

Sociocultural education involves not only the formation of language skills but also the development of cultural awareness, which is essential for effective teaching in the context of globalization. For future English teachers, this means going beyond the study of grammar and vocabulary to explore the cultural characteristics of English-speaking countries. Teachers must possess the ability to integrate cultural elements into their teaching, fostering students' global thinking and tolerance [1].

The ability to communicate effectively in a foreign language is a key aspect of intercultural communication. Learning a language along with its cultural nuances helps create an atmosphere of mutual understanding and respect between people

from different cultures. In a globalized world, intercultural communication has become a critical factor for professional success, especially for future teachers who are responsible for teaching children not only linguistic skills but also cultural competence [3].

Music is a universal tool that bridges language and culture, offering students the opportunity to learn a language through its cultural dimensions [9]. Musical works, songs, rhythmic poems, and other forms of music contribute not only to the development of listening skills but also to a deeper understanding of sociocultural characteristics. These resources allow students to immerse themselves in the language environment and interact with authentic linguistic models.

By incorporating music into language learning, future teachers can:

Enhance students' listening and phonetic skills.

Introduce cultural traditions and values of English-speaking countries.

Create engaging and interactive lessons that connect language with real-life cultural experiences [6].

Thus, sociocultural education through music helps prepare future teachers to cultivate not only language proficiency but also cultural empathy and intercultural competence in their students, which is crucial for success in the modern, interconnected world.

Current state of the issue. The issues of sociocultural education have been explored in the works of prominent scholars such as P. Bekh, M. Borodko, O. Vyshnevskiy, L. Kasyuk, and O. Kyrychuk. Research on the sociocultural education process is represented in scientific studies across various aspects. Scholars such as O. Vyshnevskiy, N. Borysko have examined the role of foreign languages as a tool for sociocultural development. M. Borodko, N. Molodichenko, V. Sukhomlynskyi have investigated how sociocultural education can be fostered through labor, aesthetics, and moral development. Researchers such as R. Antonyuk and H. Vashchenko have focused on the role of sociocultural education in promoting internationalism and patriotism. The definition and essence of interdisciplinary connections have been studied by scholars like M. Bilyi, O. Danyliuk, V. Maksymova, V. Sydorenko, H. Fedorets and others.

The use of musical art in the process of teaching culture and personal development has been studied by numerous researchers, educators, and cultural scholars. Here are some well-known authors and educators who have explored or implemented methods of using music in the educational process: Johann Heinrich Pestalozzi, who emphasized the importance of aesthetic education, including music, for the harmonious development of a child; Carl Orff, who integrated music, movement, language,

and play to develop culture and creative thinking [2]; Maria Montessori, who incorporated musical art into her educational system, using it for sensory development and the cultivation of aesthetic taste; Vasyl Sukhomlynsky, who highlighted the importance of musical education in shaping the spiritual culture of children [8].

These studies highlight the multifaceted nature of sociocultural education, emphasizing its importance in fostering well-rounded individuals capable of functioning effectively in a multicultural and globalized society.

The analysis of specialized literature has shown that the sociocultural education of future English teachers involves the level of their sociocultural development, which includes the acquisition of sociocultural knowledge, the development of skills, and personal qualities necessary for intercultural dialogue in a tolerant communicative environment [5; 7].

The analysis of scientific and methodological literature, the study of higher education practices, and the author's experience in the sociocultural education of future primary school English teachers have demonstrated that for the effective development of sociocultural education, it is necessary to utilize the educational potential of interdisciplinary connections. This approach serves as one of the pathways for integrating sociocultural education, providing an objective foundation for establishing and improving its content, and enhancing the general educational and cultural potential of the future specialist.

Aim of the research is to highlight the role of sociocultural education in the preparation of future English teachers, emphasizing the importance of applying innovative technologies in teaching, which allow each student to work in conditions that are comfortable for them and are crucial for achieving high results.

Results and discussion. One of the effective methods for implementing sociocultural education is the use of

non-traditional lessons based on innovative teaching approaches. Such classes help make the learning process more interactive, motivating, and engaging. The use of musical elements in teaching not only improves language skills but also contributes to the development of creativity, emotional expressiveness, and stimulates the cognitive activity of students [10: 4].

For example, in these classes, future English teachers can: listen to and analyze songs, discuss their content and cultural contexts; perform songs in English, which helps improve pronunciation and intonation; create their own musical works or adapt existing ones to meet educational needs.

This approach not only facilitates effective learning but also creates an environment for cultural exchange, which is an important aspect of sociocultural education.

An example of a non-standard lesson for future English teachers in primary schools could be a "hit parade" class. This class aims not only to develop discussion skills but also to foster communication culture, including the ability to use both verbal and non-verbal means of expression, which are characteristic of native speakers from different cultures.

The "hit parade" class generates significant interest among students because it allows them to express their own opinions, aesthetic tastes, and simultaneously demonstrate their knowledge in a particular field. This lesson helps cultivate positive emotions, romantic and poetic feelings, and the development of personal perspectives on the culture of foreign countries.

Topic: What a wonderful World of Music

Objective: To introduce students to American and English music, while simultaneously comparing it with Ukrainian music, to teach them to understand the musical culture of English and American composers, and to develop their musical tastes.

Equipment: Photographs, posters of musicians and performers, video clips and audio recordings of various musical works, colorful balloons.

AMERICAN MUSIC MAP

Lesson Procedure:

T: Today we are going to have a very unusual lesson. We'll sing beautiful songs and speak about wonderful things. Listen to the piece of music and guess its genre and match the definition.

20	Country music	a type of music which is like a jazz, but is always slow and sounds sad.
30	Jazz	a kind of music with a strong beat that was sung and played by small groups of people.
40	Blues	popular music in the style of white people's folk music of the southern United States.
50	Rock-n-roll	a style of popular music that has an exciting rhythm and is usually played by groups of musicians using drums, saxophones, trumpets, etc.

T: Look at the dates and make a hierarchy ladder.

The 20 th – The Country music

T: Listen to a piece of music and decide what nationality it belongs to.

(A song is playing "What a wonderful world" by Armstrong)

St. 1: Exactly. This is jazz and it belongs to American music.

St. 2: Jazz is improvised music. The great jazz musicians are individual players and not really composers. Jazz grew out of Negro blues, ragtime and marching brass bands in about 1900. Traditional jazz developed in New Orleans, a port in Louisiana. In the 1920s in New Orleans beautiful music filled the streets and cafes. The black and poor singers sang about their hard lives.

St. 3: Their music, jazz, ragtime and blues traveled to Europe. It was the time when the black music entered the whites' culture changing the lifestyle of the people all over the world. Ever since the 1930s music was not just a way to relax. From that time on music began to reflect and determine the people's way of life.

T: Look at this photo and try to guess who this person is.



St. 4: This is Louis Armstrong. He was the first well-known jazz soloist. He introduced new ideas to jazz and was known as the "King of Jazz".

St. 5: Jazz spread to Chicago and Kansas City, and later to New York, as Negroes traveled north looking for job. White people began playing; bands grew bigger, with saxophones, more trumpets and trombones, a piano and sometimes a singer. One of the best bands was led by Duke Wellington, possibly the greatest composer in the history of jazz.

T: Read the song by Louis Armstrong, please. Can you complete any of the following lines?

What a wonderful world

I see _____ of green,

Red _____ too.

I see them _____ for me and you,

And I think to myself

What a wonderful world.

I see _____ of blue,

And _____ of white,

The bright _____ day

And the dark _____ night,

And I think to myself

What a wonderful world.

The _____ of the rainbow

So pretty in the sky

Are also on the _____

Of the people going by.

I see friends shaking _____.

Saying, "How do you do?"

They're really saying

"I _____ you."

I hear _____ cry,

I watch them grow.

They'll _____ much more

Than you'll ever know,

And I think to myself

What a wonderful world.

Yes, I think to myself

What a wonderful world.

Keys: trees, roses, bloom. Skies, clouds, sunny, starry, colours, faces, hands, love, babies, learn.

T: That's great! Listen to this song again and say what feeling it provokes in you.

St. 6: I felt like a lonely bird, because the music was sad.

St. 7: This music is blue for me, because it reminds me of the sea and waves.

T: Read the following sentences for general understanding before you listen to the tape for the first time.

1. This morning is a good morning to remember jazz trumpeter and singer Louis Armstrong.

2. I remember seeing Louis Armstrong one time years ago when I was in college.

3. With him, during this tour, were Jack teagarden and Velma Middleton.

4. I also saw Armstrong when I was in college – that was a little bit later. In fact it was in 1968 just before considerations of health forced him to virtually give up playing the trumpet.

5. In his long career, he played thousands of concerts around the world, made over a thousand recordings, appeared on Broadway, and acted in movies.

6. Satchmo should be remembered for his musical genius as well as his public personality.

7. Armstrong was enormously influential rhythmically.

8. Armstrong, along with Siudney Bechet, the great soprano saxophonist and clarinettist, began to create solo statements that stood apart from being an element in an ensemble.

T: Listen to the taped presentation on Louis Armstrong. Then refer back to the sentences and arrange them correctly in the outline below.

I. Introduction

II. Personal Remembrances

III. Career

IV. Contributions

T: Listen to the text once more and answer the following true/false questions.

___1. Millions of Americans referred to Louis Armstrong as "Pop".

___2. Satchmo is an abbreviation.

___3. J.R. Taylor is a professional jazz trumpeter.

___4. J.R. Taylor was in college in 1968.

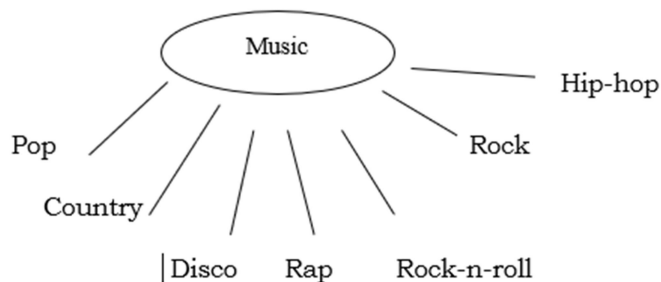
___5. Louis Armstrong greatly limited his trumpet playing later in life.

___6. Louis Armstrong is a representative of Traditional Dixieland jazz.

___7. Sidney Bechet played trumpet with Armstrong.

T: Is jazz popular in your country? What jazz musicians do you know?

T: Jazz is perfect. But what other styles in American music do you know? Fill in the word-rose for music.



St. 8: I like country music. Country music was created by the rural people of the Appalachian Mountain region who were by and large isolated from the industrial growth and urbanization of much of America. They began with the English and Scottish ballads of their immigrant ancestors and built upon them, often with instruments they made themselves. They sang about the things that touched them most intimately: their poverty, their God, their crops, their families. They found consolation and common ties in the music.

T: What country music singers do you know?

St. 9: The first recording of a country-music song was "Sally Good in", by a fiddle player named Eck Robertson, appeared in 1922.

St. 10: Dwight Yoakam, Randy Travis, Rodney Crowell and Steve Earle have created a generational change in country music which was called the "New Traditionalist", they probed the traditional subjects – hard times, faithless love and the unending highway.

St. 11: In the mid-1970s the "Outlaw" moment broke way from Nashville, the

centre of the country-music recording industry; two leaders of this movement were Willie Nelson and Waylon Jennings.

T: Look at the pictures of musicians and try to define what music they perform.



T: Listen to pieces of music and try to define what genre the singer is performing.

T: Listen to pieces of music and say which of them sound typically American to you. Account for your choice.

T: In groups, discuss the most popular American music bands and singers in your country.

T: You are going to read about American music. Look through the brief comments presented below and say

what main points are likely to be discussed in the text.

- Americans of different ages prefer different styles of music. Who should be thought it?

- Music fans in America demonstrate their love to their music in peculiar ways. Unbelievable!

- Undoubtedly, America gave the world many talented musicians.

T: Read the text and choose from it at least 3 facts that can illustrate each statement in the prediction task.

A Text

Music is an important part of American Life. Each generation tends to associate itself with a particular style of music. In this way certain kind of music becomes a characteristic of a whole group of people. However, only some people actually really like the music that is associated with their generation.

People in the United States tend to be very specific about the kind of music they like, and divide themselves up into small groups, depending on their taste in music. For example, right now in the US you can choose between pop, soul, jazz, blues, country, classical, classical rock, modern rock, heavy metal, punk, rap, hip-hop, r and b (rhythm and blues), folk, new age and many other kinds of music.

People identify themselves with the type of music they like, by the clothes they wear, the radio station they listen to and even sometimes by things they buy.

Most radio stations only play one type of music; so in a typical US city there is a heavy metal station, a classical music station, a country station and pop and rap stations.

Big cities all have a local music "scene" made up of small clubs, bars and theatres where local bands meet and play concerts, scouts from the large record companies will go to these small venues looking for talented bands that might be the next hit. These bands are sometimes offered a contract with the record company and may possibly become popular, rich and a successful part of the American music industry.

T: Read the beginning of the sentences, find them in the text and render the ideas into Ukrainian.

One generation grew up _____

However, _____

People in the USA _____

Within these large groups _____

The stereotypical lover of country music _____

Most radio stations _____

Schools recognize _____

At most universities _____

Big cities all have _____

These bands _____

T: What connection can you see between the following names and periods?

Frank Sinatra	60's
Elvis Presley	80's
Michael Jackson	90's
Louis Armstrong	
Madonna	

T: Here are some titles for different parts of the text. Decide which of them would be best for which part. Account for your choice.

- There is no accounting for tastes.
- Musical tastes should be developed.
- Music fans are devoted to their genre and see no other.

T: Look at this photo and try to guess the person and what style of music he presents.



St. 12: Elvis Presley. In the 1950s Elvis Presley became the King of rock-n-roll in the USA. The music traveled to Europe soon. It was especially popular among the teenagers. The parents were really shocked by the music their children adored. The young people disagreed with their parents, wore jeans and danced to their rock-n-roll records.

St. 13: Elvis Presley was known as "The King of Rock-n-roll". He was born in Mississippi in 1935. At the age of 13, Elvis and his family moved to Memphis, Tennessee. There Elvis recorded his first song in 1954. He sold millions of records, served in the army, moved to Hollywood and appeared in 33 films. Elvis brought together the musical sounds of the blacks in America and of country people. Elvis's songs are still popular today. People love to imitate him.

St. 14: President Carter said: "Elvis Presley changed the face of American

popular culture... He was unique and irreplaceable". His best songs are "Tender in the Night", "That's All Right", "Heartbreak Hotel", and "From Elvis in Memphis" and so on.

T: So, the king of rock-n-roll was Elvis Presley. But what Ukrainian rock-n-roll singer do you know?

T: Look at the title of the story "Jacko" and say what this story is about.

T: Listen to the story and try to guess what singer and what genre of music it presents.

T: Listen to the story and choose the appropriate answer to the questions.

Jacko

His album "Thriller" was the biggest selling LP of all time, with sales of over 56 million. On his last European tour his live shows were attended by nearly 2,5 million people. Monet is not a problem for Michael Jackson. Only a few people know exactly how much he earns, but it includes over 13m a year from shows, video, films and record sales in addition to the revenue that he receives from sponsorship deals. He made 15m from advertising Pepsi-Cola, which, it is said, Jackson himself never drinks.

Born one of nine children, the son of a crane driver, Jacko has come a long way from the two-bedroomed house in Indiana that he grew up in. Today he lives in a 15m ranch in California's Santa Ynez Valley. The house, which has 17 rooms downstairs and 16 rooms upstairs, stands in 2, 700 acres of ground. In addition to the house itself, the property includes guest's houses, a golf course, a swimming pool, tennis courts, a football pitch, stables, gardens, forests, lakes and a zoo. There's even a helipad so that Jackson can travel to and from his home by helicopter.

Jackson is famous for keeping his distance from the crowds and this has created some strange stories about him. It has been said that he takes female hormones to make his voice higher; that his jerky dance style was caused when a tarantula bite affected his nervous system; that he's had his whole face changed by plastic surgery. Fact or fiction? It's very difficult to find out, because he never gives

interviews and is rarely seen in public, except on stage. Jackson's manager, Frank Dileo, says that the superstar has only had two operations – one on his nose and one on his chin. He says all the other stories are just media fantasies.

Nevertheless, Jackson's behavior can be eccentric. They don't call him "Wacko Jacko" for nothing. In public he often wears a face mask to protect himself from germs and he has been photographed sleeping inside an oxygen capsule, which he believes will help him live longer. One of his best friends is a chimpanzee called Bubbles, who travels everywhere with him. It is also said that he has got a bedroom which is full of shop dummies.

Dileo says that Jackson isn't eccentric. He's just shy. He's been in show business since he was seven years old, when he sang with his brothers in the Jackson Five. He can't relate to ordinary people any more. Jackson himself says that he feels afraid in crowds and can only really be natural on stage. Off-stage he feels happiest with animals and children.

Whether he's crazy, eccentric or just shy, it must be said that Jacko is no fool. He has created a brilliantly successful image and he has learnt how to live with success. He hasn't suffered the nervous breakdowns or drug and alcohol problems that other rock stars have. He's made a lot of money and he spends it on the things that he wants, even if those things are a little unusual. And if we were honest, wouldn't we all like to be able to do the same?

1. Jacko comes from _____
 - a) a rich family
 - b) a working-class family
 - c) a royal family
2. Jacko is famous for his _____
 - a) jerky dance style
 - b) scientific research
 - c) operas
3. Jackson never _____
 - a) gives concerts
 - b) gives interviews
 - c) dances on the stage
4. Jackson's behaviour is often described as _____
 - a) serious
 - b) ordinary

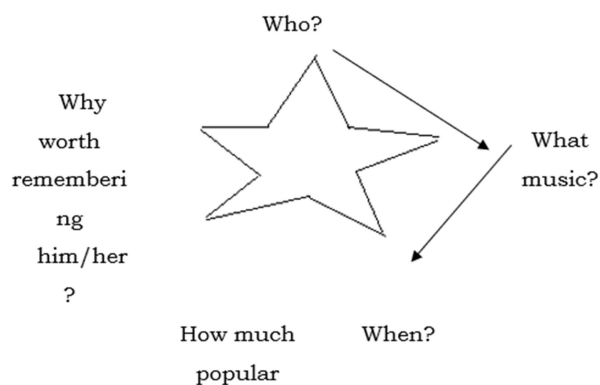
- c) eccentric
5. Jacko has been in show business since he was _____
a) fourteen
b) seven
c) twenty-one
6. Jacko's best friends are _____
a) animals
b) his managers
c) his fans
7. Jacko spends his money on _____
a) unusual things
b) charity
c) little trifles
8. The ranch, which costs – 15 Trillion, has got a house with _____
a) 17 rooms
b) 23 rooms
c) 33 rooms

9. According to Jacko's manager he undergone _____
a) five operations
b) one operation
c) two operations
10. Apart from his huge house, he owns _____
a) a zoo
b) a school
c) a mountain resort

T: Look at your answers again and tell us about Michael Jackson using your answers.

T: What Ukrainian pop musicians do you know?

T: Choose three names of famous American musicians and try to answer the questions at the points of the start map.



T: Your home task is write down an essay "America has its own peculiar musical culture due to the immigration of different nations to it".

Teacher: Our time is up. I think that you liked our lesson and you've learned a lot of interesting and useful information about American music and musicians. Next time we'll deal with the musical culture of Great Britain. Try to find as much information as you can about it.

Conclusions and research perspectives. The integration of music and innovative technologies into the sociocultural education of future primary school English teachers provides a dynamic and engaging learning experience. This approach not only improves language acquisition and

cultural competence but also develops essential lifelong learning skills and effective communication in a multicultural society. Through pedagogical interaction and the use of non-traditional teaching methods, educators can create a favorable and stimulating environment, enabling future teachers to become competent professionals with cultural awareness.

The article does not cover all aspects of the research problem. Further scientific interpretation is needed to define the conceptual foundations of this process in the outlined direction, the development of technologies, and the creation of appropriate teaching and methodological support for English language education in higher education institutions, as well as the study of international experience in its organization.

REFERENCES (TRANSLATED & TRANSLITERATED)

1. Bihych, O.B., Borysko, N.F., & Boretska, H.E. (2013). *Metodyka navchannia inozemnykh mov i kultur: teoriia i praktyka [Methods of teaching foreign languages and cultures: theory and practice]: pidruchnyk dlia stud. klasychnykh, pedahohichnykh i linhvistychnykh universytetiv*. Kyiv, 590 [in Ukrainian].
2. Chernous, T., Handzilevska, H., Balashov, E., & Ratinska, O. (2024). Development of Emotional Competence through Music and Movement: Comparative Analysis of the Professional Educational Programs of Prospective Primary School Teachers in Ukraine and Austria. *Journal of Education Culture and Society*, 15(2), 665-682. Retrieved from: <https://doi.org/10.15503/jecs2024.2.665.682> [in English].
3. *Zahalnoieuropeiski rekomendatsii z movnoi osvity: vyvchennia, vykladannia, otsiniuvannia [All-European Recommendations for language education: study, teaching, evaluation] / nauk. red. vydannia doktor ped. nauk, prof. S.Yu. Nikolaieva*. (2003). Kyiv: Lenvit, 273 [in Ukrainian].
4. Makhinov, V.M. (2008). Vykhovnyi ta sotsiokulturnyi potentsial uroku inozemnoi movy v pochatkovii shkoli [Educational and sociocultural potential of a foreign language lesson in primary school]. *Naukovyi chasopys NPU imeni M.P. Drahomanova. Seriiia 17. Teoriia i praktyka navchannia ta vykhovannia – Scientific journal of the NPU named after M.P. Drahomanova. Series 17. Theory and practice of teaching and upbringing: zb. nauk. prats*, 7, 24-39 [in Ukrainian].
5. *Metodyka navchannia inozemnykh mov i kultur: pidruchnyk dlia stud. klasychnykh, pedahohichnykh i linhvistychnykh universytetiv [Methods of teaching foreign languages and cultures: a textbook for students. classical, pedagogical and linguistic universities] / Bihych, O.B. ta in.; za zahaln. red. S.Yu. Nikolaievoi*. (2013). Kyiv: Lenvit, 590 [in Ukrainian].
6. *Metodyka navchannia inozemnykh mov u zahalnoosvitnikh navchalnykh zakladakh [Methods of teaching foreign languages in general educational institutions]: pidruchnyk / Panova, L.S. ta in.* (2010). Kyiv: VTs "Akademiia", 328 [in Ukrainian].
7. Kalinin, V.O. (2004). *Teaching Language and Culture*. Kharkiv: Vydav. hr. "Osnova", 96. (Seriiia "Biblioteka zhurnalu "Anhliiska mova ta literatura". Vyp. 5) [in English].
8. Kupchynska, O.V. (2014). Innovatsiini tekhnolohii u vyvchenni i vykladanni inozemnykh mov [Innovative technologies in foreign language learning and teaching]. *Aktualni problemy inshomovnoi komunikatsii: linhvistychni, metodychni ta sotsialno-psykholohichni aspekty – Actual problems of foreign language communication: linguistic, methodical and socio-psychological aspects: zb. materialiv vseukr. nauk.-metod. Internet-konf.*, 32-35 [in Ukrainian].
9. Palmer, T.-A., & Booth, E. (2024). The effectiveness of song and music as pedagogical tools in elementary school science lessons: A systematic review of literature. *International Journal of Education & the Arts*, 25(7). Retrieved from: <http://doi.org/10.26209/ijea25n7> [in English].
10. Panasenko, Yu. (2024). Pedahohichni umovy pidhotovky maibutnoho vchytelia muzychnoho mystetstva do aktyvnoi roboty z uchniamy pochatkovykh klasiv (naprykladi suchasnykh art-pedahohichnykh metodyk) [Pedagogical conditions for the preparation of the future teacher of musical art for active work with primary class students (examples of modern art-pedagogical methods)]. *Professional Art Education*, vol. 5(1), 68-73. Retrieved from: <https://doi.org/10.34142/27091805.2023.4.02.01> [in Ukrainian].

Received: July 31, 2024
Accepted: August 23, 2024