

Artículo de investigación

SOCIALIZATION OF YOUNG SCHOOL-AGE CHILDREN BY MEANS OF MUSICAL FOLKLORE

Социализация младших школьников посредством знакомства с музыкальным фольклором

Socialización de escolares más jóvenes a través de la familiaridad con el folklore musical.

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Abstract

The article is devoted to the problem of socialization of young school-age children by means of musical folklore. The essence of the concept of “socialization” is considered on the basis of the periodization of a person’s age development and the peculiarities of this process in primary school age. The authors analyze factors affecting the success of socialization of a developing personality in modern society, giving importance to musical folklore. In this article, the characteristic of music folklore is given, the classification of its types is revealed, the main educational opportunities are characterized in the context of successful socialization of a primary school child. Much attention is given to the regional features of acquaintance of young school-age children with musical folklore. The article presents the results of the research work on the problem of socialization of young school-age children by means of musical folklore, reflecting the positive dynamics of the subjects in

Аннотация

Статья посвящена проблеме социализации младших школьников средствами музыкального фольклора. Рассмотрена сущность понятия «социализация» на основе возрастной периодизации развития человека и особенности данного процесса в младшем школьном возрасте, проанализированы факторы, влияющие на успешность социализации формирующейся личности в современном обществе, среди которых немаловажное значение имеет знакомство с музыкальным фольклором. Дана характеристика музыкального фольклора, раскрыта классификация его видов, охарактеризованы основные образовательные возможности в контексте успешной социализации личности на примере обучающихся в начальной школе. Большое внимание в статье уделено региональным особенностям знакомства младших школьников с музыкальным

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experimental groups. Some guidelines for working with young school-age children in the context of the subject matter are offered.

Keywords: Socialization, young school-age children, musical folklore

фольклором. Представлены результаты исследовательской работы по проблеме социализации младших школьников посредством знакомства с музыкальным фольклором, отражающие положительную динамику у испытуемых в экспериментальных группах, предлагаются некоторые методические рекомендации по работе с младшими школьниками в контексте рассматриваемой проблематики.

Ключевые слова: социализация, младший школьник, музыкальный фольклор.

Resumen

El artículo está dedicado al problema de la socialización de los niños en edad escolar mediante el folklore musical. La esencia del concepto de "socialización" se considera sobre la base de la periodización del desarrollo de la edad de una persona y las peculiaridades de este proceso en la edad de la escuela primaria. Los autores analizan los factores que afectan el éxito de la socialización de una personalidad en desarrollo en la sociedad moderna, dando importancia al folklore musical. En este artículo, se da la característica del folklore musical, se revela la clasificación de sus tipos, las principales oportunidades educativas se caracterizan en el contexto de la socialización exitosa de un niño de escuela primaria. Se presta mucha atención a las características regionales del conocimiento de niños pequeños en edad escolar con folklore musical. El artículo presenta los resultados del trabajo de investigación sobre el problema de la socialización de los niños en edad escolar mediante el folklore musical, reflejando la dinámica positiva de los sujetos en grupos experimentales. Se ofrecen algunas pautas para trabajar con niños en edad escolar en el contexto del tema.

Palabras clave: Socialización, niños pequeños en edad escolar, folklore musical.

Introduction

The problem of socialization of young school-age children is not new to psychological and pedagogical researches, but it still remains relevant. It is widely known that school and parents are concerned about the development of various abilities of learners and their personal development, but for the diversified development of the child's personality it is necessary to help him adapt to the environment and society, i.e. its development directly depends on successful socialization. As a result of the socialization the individual assimilates various social norms and stereotypes of behavior, as well as his system of value orientations, moral qualities and skills of social interaction is formed. In this process folklore and folkways are of great importance.

Musical folklore, according to Mudrik A.V., is as a rule connected with "songs expressing a certain world perception and attitude to the environment, feelings and aspirations, features of lifestyle and thinking, reflecting and propagating values and

norms of culture, telling about some real or mythical events in the life of their carriers".

Therefore, we can say that musical folklore has a great influence on the personality development of young school-age children, as while getting acquainted with musical folklore, young school-age children not only learn and reproduce their own culture, but also build respect for the culture of other nations, which is very important nowadays.

The problem of the socialization of young school-age children by means of musical folklore was studied by such scholars as V.G. Belinsky, E.V. Bondarevskaya, L.A. Wenger, L.S. Vygotsky, V.Ya. Gurov, N.A. Dobrolyubov, O.I. Donina, I. Kant, F.S. Kapitsa, I.S. Kon, A.V. Mudrik, A.V. Nikitina, S.L. Rubinstein, B.M. Teplov and others.

Talking about the modern elementary school in Russia, it should be noted that the cognitive

orientation to learning plays the main role in its functioning and can be successful only if learners are successfully socialized. Despite of the fact that there is a significant amount of research on this issue, there are some contradictions between the need to find the optimal methods and means of socializing of young school-age children by means of musical folklore, and the insufficient studies of this problem, which determines the relevance of its consideration in this article.

Materials and methods

In our research were used the following research methods: the study of philosophical, psychological and pedagogical literature, theoretical analysis, comparison and contrast, logical induction and deduction that contribute to the theoretical and methodological substantiation of the process of socialization of young school-age children by means of musical folklore; conversations with young school-age children, surveys and questionnaires of learners and teachers.

Discussion

While talking about the development of a junior schoolchild's personality, one should take into consideration the complexity of the system of his general and specific qualities, which are in dialectical unity and constant development.

According to Yu.V. Vasilkova and T.A. Vasilkova, there is a pattern: the individual is born, the personality becomes (Vasilkova, Yu.V., Vasilkova, T.A., 2004). And this means that each individual is a person, whether he is a baby, a young school-age child, a teenager or already an adult. It should be noted that each person has a set of necessary social qualities.

In their book "Social Pedagogy" Yu.V. Vasilkova and T.A. Vasilkova analyze the main social qualities of a person. Among other qualities, scientists refer to them individuality which is meant as the unique properties of a specific person that set him apart from others. In addition to individuality, each person is characterized by his temperament and character. Scientists define temperament as a psychological individual ability of a person, which is connected with his neurodynamic abilities and determines his mental activity. The character of a person is a complex mental formation, which is built as a result of the socialization of the person's temperament and consists of numerous personality traits, such as, for example, perseverance, sensitivity, decisiveness, courage,

politeness (Vasilkova Yu.V., Vasilkova T.A., 2004).

The personality of an individual is characterized by activity, dedication, orientation and will. Each of these personality traits is equivalent. The formation of the personality takes place throughout a person's life, and this process can be called socialization. Before proceeding to a more detailed description of this concept, let us recall the periodization of a person's age development:

1. Infancy – up to 1 year;
2. Early childhood – up to 3 years;
3. Preschool childhood – from 3 to 7 years;
4. School childhood – from 6-7 to 10 years;
5. Adolescence – from 10 to 15 years;
6. Early youth – 15-17 years;
7. Youth – 17-21 years;
8. Youthfulness – 21-28 years;
9. Maturity – 28-60 years;
10. Elderly age – 60-75 years;
11. Old age – 75-90 years;
12. Long-livers – from 90 years (Vasilkova, Yu.V., Vasilkova, T.A., 2004).

In order to talk about the features of the socialization process of young school-age children, it is necessary to define this concept. According to Donina O.I., Yesenkova T.F. and Pentekhina L.I., socialization is human development in the process of assimilating and reproducing the culture of the society throughout life (Donina, Yesenkova, Pentekhina, 2004).

The essence of socialization is the combination of adaptation and isolation of the individual in a particular society. The content of the socialization process is determined unequivocally by the interest of the society in its members successfully mastering various social roles. In this context, a person is considered as an object of socialization. However, a person (including young school-age children) becomes a full-fledged member of society only being a subject of socialization and learning social norms and cultural values in unity with the realization of his activity and self-development.

The process of social formation of a personality is carried out in such areas as activity, communication, self-knowledge and self-awareness (Donina, Yesenkova, Pentekhina, 2004).

Socialization is a two-way process. On the one hand, it consists in the transfer of social and historical experience, symbols, values, norms, knowledge and skills by society to an individual. On the other hand, this process contributes to the individual's assimilation of social experience and his interiorization (Gurevich, 2015).

According to V.K. Tsechoev, "socialization is a process of the impact of society and its structures on an individual, as a result of which he learns his social experience and gets social statuses and roles, thus becoming a person" (Tsechoyev, 2017).

There is also a very simple, short and succinct definition of T.Z. Kozlova, who believes that "socialization is the formation of a personality" (Kozlova, 2015).

The socialization of an individual's personality begins from the moment of his birth and ends by the period of civil maturity. Such researchers as A.V. Ilyina and M.G. Zabbarova identify the main factors that affect the socialization of the child's personality. These include:

1. The family as a unit of society based on a matrimonial union and kinship, i.e. on multilateral relations between husband and wife, parents and children, brothers, sisters and other relatives;
2. Labor activity as a human activity aimed at creating material and spiritual benefits necessary for the existence of an individual and society;
3. Education as one of the aspects of the multilateral process of socialization, which help an individual learn behavioral models necessary for his live in society. Learning allows a person to adapt to the surrounding reality;
4. The leisure factor as a way of organizing leisure time, entertainment and personal interests (Ilyina, Zabbarova, 2014).

All the factors mentioned above have a powerful influence on the socialization of young school-age children, and each of these factors influences the development of their personality in its own way. For example, the family and the leisure factor influence on psychological formation, while education influences on a child's development in connection with obtaining new knowledge and mastering new skills.

Studying the socialization of young school-age children, it can be said that it covers all aspects of school's social environment, which sets goals for harmonious development of the learners' personality, including organization of the educational process.

Nowadays, the development of school's social environment is characterized by the creative focus of training and education, which is connected with the change of value orientations, setting on reflexive-creative assimilation of new knowledge, their efficient implementation and creative use in practical activities.

To achieve a certain level of new knowledge, it is necessary that schoolchildren feel themselves socialized to their environment. For this purpose, there is all necessary technological equipment in school's social environment, which helps create a favorable climate in the classroom. In order to achieve successful socialization of a primary schoolchild, playful learning activities are used in the educational process, taking into account the personal characteristics of each child. The following methods of active learning are usually used: the dialogue method, the problem-solving method, the research method and the method of analyzing specific situations.

The socialization of a young school-age child's personality is a process that results in the establishment of the type of relationships between a person and society. In any society, the socialization of an individual at different stages of his development has its own characteristics. Therefore, socialization can be correlated with the periodization of a person's age development (Ilyina, Zabbarova, 2014).

From the point of view of social pedagogy, the periodization of a child development is presented as follows (Kapustin, 2001):

Stages	Age Periods
Infancy	up to one year
Early Childhood	1-3 years
Preschool Childhood	3-6 years
Young Childhood	6-10 years
Young Teenager	10-12 years
Teenager	12-14 years
Early Youth	15-17 years

The socialization of a primary school pupil proceeds in collaboration with children from different age categories (teenagers, adolescents, peers). Also, undoubtedly, his family, teacher's influence and cultural values, including musical folklore, have a great influence on the socialization of a young school-age child.

In the early school years, children are divided into those who have a wide circle of friends both at home and at school, and those who prefer outdoor communication. One of the features of primary school children is unlimited confidence in adults, mainly in teachers, submission to them and imitating them. Children of primary school age fully recognize the authority of adults and accept their assessments, including critical ones, without another word. If a young school-age child is asked, for example, to describe himself, he will repeat what an adult says about him. This is directly related to self-esteem, which plays an important role in the process of socialization. Children of primary school age have different types of self-esteem: high self-esteem, low self-esteem and adequate self-esteem (Gavrilycheva, 2010).

Children of primary school age are able to exercise control over their actions themselves, i.e. they can manage their behavior on the basis of any decision, intention or long-term goals. At approximately 6 to 11 years of age, a child has an idea of how to compensate for the lack of his abilities by increasing ongoing efforts. After achieving success and being encouraged repeatedly, a young school-age child becomes a hardworking person. At this age, the independence of the child mainly depends on the adult, i.e. the child is as independent as he is allowed. Therefore, it is very important at this age to balance the combination of independence

and dependence of a young school-age child on adults (Ilyina, Zabbarova, 2014).

According to the materials of the All-Russian scientific-practical conference on the issues of socialization of the individual, the main features of this process in modern realities are the following:

1. Modern socialization has its own specifics, due to the rapid development of science and new technologies that influence the whole life of a person;
2. Duration compared with previous periods. Modern socialization is characterized by childhood humanization, when the child acts as the main value of the family and society;
3. New requirements for character traits of a person (Ilyina, Zabbarova, 2014).

Personality socialization of a young school-age child occurs under the influence of society, therefore, the adaptation period to school for a child of 6-7 years can last about six months. One of the most important tasks in this period is self-affirmation of his personality in the eyes of his peers and teachers. This feature is a guarantee of well-being and further personality development of a first-grader.

Another feature of the socialization of a young school-age child is directly related to his relationships with others. First of all, the time allotted for communication increases significantly. Conversation topics are changing, the 3rd-4th grade pupils (9-10 years old) make the first attempts to control their emotions, spontaneous impulses and desires. In the younger school age, each child begins to show his

individuality. There is a significant expansion and deepening of knowledge, improving skills and abilities in primary school; most 3rd -4th grade pupils have both general and special abilities for various activities.

Stimulation and motivation of educational, game and labour activity of pupils are of great importance in primary school age.

As primary school gets closer to the end, relations with peers are acquiring priority importance for children, and these relations give additional possibilities for actively using them in educational purposes.

Nowadays, the problem of the socialization of the personality, including young school-age children, is studied by such Russian researchers as S.A. Kozlova, V.Ya. Lykova, D.I. Feldstein, M.I. Lisina, T.A. Repina, E.O. Smirnova and others. All these researchers believe that the child should be involved in social life, i.e. it is necessary to develop his social competence.

According to V.A. Sukhomlinsky, personality socialization and the entire process of socialization is a problem of relevance as "the social essence of a person is shown in his relations with other people. Learning the world and himself as a part of the world, entering into relations with other people that satisfy his material and spiritual needs, the child joins a society and becomes its member. Scientists call this process of familiarizing of the personality with society and, therefore, the process of personality formation, socialization" (Sukhomlinsky, 1979).

Already in the first months at school, the child is faced with the problem of social formation in society. A young school-age child is in a new social environment, where he needs to get used to the new requirements and rules, to the fact that he is already perceived together with the team as a unit and no one focuses on his habits and experience. It is very difficult to socialize those children who suffer from some children's complexes.

In this case, it is necessary to resort to such a function of education, as the correction and prevention of children's complexes. This function appears in three principles of education: the principle of accepting a child as what he is; the principle of creating a situation of success; the principle of inclusion of a child in the activity where he can express himself, feel meaningful to

others and thus enjoy his success (Zaretskaya, 2011).

The theory of socialization of Jean Piaget differs significantly from the theory of other scientists. J. Piaget studied the cognitive development. He believed that at each stage of the cognitive development of a personality, new skills are formed. These skills determine the limits of what a person can be taught at this stage. Since birth, children pass through these stages in a certain sequence and at different speeds: someone passes through the stage of the cognitive development faster, the second one has a slower pace (Donina, Yesenkova, Pentekhina, 2004).

All the processes mentioned above are greatly influenced by musical art and in particular by musical folklore.

Researchers distinguish adult folklore and children's folklore. Children's folklore is a special area of oral folk art, which includes a variety of poetic genres (Kuprina, 2008). Children's folklore consists of material taken from various sources. They are works created by adults for children (lullabies, as well as singing games, clapping rhymes, nursery rhymes etc.).

There are also other interpretations of the concept of "children's folklore". For example, F.S. Kapitsa writes in his book "Russian Children's Folklore" that children's folklore is a complex unity of three components: creativity of adults for children, works of traditional adult folklore that came to the children's environment, and original children's creativity (Kapitsa, 2017).

According to M.N. Melnikov, children's folklore is above all a specific area of folk art that unites the world of children and the world of adults and includes a whole system of poetic and musical-poetic genres (Melnikov, 2004).

G.S. Vinogradov proposes the following classification of children's musical folklore: calendar folklore, amusing folklore and game folklore (Vinogradov, 1999).

The calendar musical folklore is a series of works that are associated with nature, significant dates and seasonal changes. The most common genres of the calendar folklore are *zaklichki* (short appeals to natural phenomena with greetings and requests that have a magical meaning) and *prigovorki* (short appeals to animals, birds, insects and plants with a goal to fulfill certain wishes).

The amusing musical folklore includes *pribautki* (humorous sayings), *nebylitsi* (absurd, unbelievable stories) and *drasnilki* (teasing rhymes, taunting ditties) that have their own meanings. The main purpose of the amusing folklore is to amuse, cheer up and make laugh peers or other people. The amusing folklore reflects vivid events, swift actions or funny episodes.

The game musical folklore occupies a prominent place in children's creativity. It includes dramatic, round dance and sports games. The basis of dramatic games is the embodiment of an artistic image in action, in the synthesis of dialogue, musical chorus and movement. Playing games, children form the basis of theatrical performances. Games are usually connected with various movements and divided into: circular and non-circular games, round dances and processions.

In general, folklore is the main part of the system of traditional culture, which performs a task of the ideological and socio-normative organization of the whole way of life of an ethnic community (Dormidontova, Zabbarova, 2017).

Such folklore researchers as V.N. Vasilenko, V.S. Voronov, M.A. Nekrasova, T.Ya. Shpikalova, N.P. Sakulina, M.M. Bezrukikh, M.N. Melnikov, L.E. Eliasov, M.G. Voskoboinikov and others believe that folklore has its special features: traditionalism, communicativeness, the collective nature of creativity, the perfection of the language, humaneness and the connection with the environment (Dormidontova, Zabbarova, 2017). The main environment of the socialization of a young school-age child is a group of his peers. For the successful socialization by means of musical folklore, it is necessary to:

- Develop an internal readiness for aesthetic perception of art, potential creative abilities, emotional and imaginative thinking in young schoolchildren;
- Give the children access to cultural values;
- Develop skills of artistic perception in young schoolchildren;
- Give children ideas about folk art;
- Familiarize primary school children with the history of their region;
- Develop respect and careful attitude to historical and cultural heritage;
- Stimulate the development of creativity, fantasy and independence in activities,

taking into account the abilities of each child (Yustus, 2004).

The process of educating children by means of musical children's folklore involves the following tasks:

- Familiarizing children with folk traditions;
- Developing interest in folklore, in folklore's images;
- Developing an emotional response to the works of oral and musical folklore;
- Understanding of the main content of folklore works;
- Forming ideas about the distinctive features of different genres of folklore;
- Forming the ability to allocate expressive means of folklore works;
- Developing children's skills on the material of folklore works;
- Developing children's creative abilities, for example, creating nursery rhymes, lullabies, cock-and-bull stories;
- Forming the ability to use folklore works in everyday life situations (Dormidontova, Zabbarova, 2016).

Folklore is one of the forms of social consciousness, which reflects reality, affects people, educates a person and forms his views and feelings. By its nature, content and purpose, folklore is a truly democratic folk art. Its main features are the ideological depth and high artistic qualities. People's poetic creativity is distinguished by a peculiar artistic system of graphic means and genres (Vygotsky, 1991).

The main genre of folklore is musical folklore as an integral part of folk art, existing, as a rule, in an oral, unwritten form, which is transmitted by performing traditions.

At the beginning of his life, a child meets folk music at the moment when he is listening to his mother's lullabies. A lullaby is needed to help a small child fall asleep. At the time when the child hears a lullaby, he first of all communicates closely with a loving person, through gentle words and soothing intonation. Lullabies and *pestushki* are used in folk pedagogy for a baby and contain educational game techniques, which help lay the sensual basis for the harmonious relationship between a little child and his environment (Kuprina, 2008). Already at the first stage of his life, the child begins to socialize in society through musical folklore. At a later stage of his life, i.e. leaning in elementary school, the

child continues to adapt to his environment, but also through creative development in music lessons.

Children having music lessons in elementary school, listen to music, sing songs and improvise; but these classes become most successful when children begin to play musical instruments (Tsechoev, 2017). While playing musical instruments and studying the history of their development, young school-age children begin to communicate with each other, discuss acquired information and thereby develop socialization skills.

Learning musical folklore, children receive information about folk music, joining the collective game.

At music lessons, children learn the main genres of musical folklore: pestushki, poteshki, pribautki, fairy tales with songs, draznilki, songs with movements, round dance and game songs. Let us give examples of some of these genres. For example, the word “pestushka” (nursery rhymes) comes from the word “nurse” (cherish). Pestushkas are songs connected with the child’s first movements (Dormidontova, Zabbarova, 2016). Mothers hum pestushki to their children when they cry, hurt themselves or while bathing, for example:

The water is flowing,
The child is growing.
Water off a goose,
Water off the child!
The water’s flowing down,
The child’s growing up! (Nikitina, 2013).

At a very early age poteshki can be used as a set of different sounds interesting to a child. Later, when the child begins to understand the meaning of the words, it is important to use words that contain some interesting information.

The next genre of folklore that pupils learn in school is poteshki (songs and choruses that are used in simple children’s games). The name speaks for itself, poteshki are used to amuse, to bring joy and to entertain children (Nikitina, 2013).

Rails-rails.
Sleepers-sleepers.
A tardy train was coming.
From the last train car
Suddenly peas spilt.
Chickens came out – pecked,
Ducks came out – pinched.
An elephant came out – stomped, stomped.

A little fox came – swept with her tail.
Pribautki are humorous sayings and songs for the child’s mental development. They contain training elements (Dormidontova, Zabbarova, 2016).

They say, we say so:
Chickens on the street: "Kudakh-takh-takh!"
Geese in the puddle: "Ga-ga-ga!"
Turkeys at the pear: "Shuldy-buldy!"
(Дормидонтова, Заббарова, 2016).

One of the varieties of pribautki are nebylitsy-perevertyski. They are absurd, unbelievable stories built on the principle of inverted images, for example:

Knocks, strumming on the street,
Foma is riding a chicken,
Timoshka on the cat –
There, along on the path (Nikitina, 2013).

The next genre of the epic, which combines oral, poetic and musical folk art, is musical fairy tales. Musical fairy tales have a magical, adventure character and are sometimes characterized by melodies (Dormidontova, Zabbarova, 2016).

Playing outdoor games, children have to determine who will have the turn. For this purpose people have invented schitalki (countings) or zherebyevki (toss-ups). They are used for a quick recount of the game participants, which allows to choose someone from all of them, who will play this special role:
One, two, three –
It’s your turn (Nikitina, 2013).

The definition of the next genre of folklore which is studied in modern school is given in the book “Formation of a multicultural personality of preschool children and young school-age children by means of Volga region people’s folklore”: drasnilki (teasing rhymes) are short satirical verses or songs (Nikitina, 2013).

During calendar and agricultural holidays (for example, Trinity, Christmas Eve etc.) people are singing and moving. This genre of folklore is found at fairs, fist fights, during the summer and spring round dances. Many songs with movements are used not only for the rites, but also for work with primary school children. These include round dances, dance tunes and game songs.

The most popular genre of musical folklore is a round dance. The round dance genre was first defined as an independent category by collectors of the 19th century, who described it as “the

expression of elemental force in a harmonious song form” (Dormidontova, Zabbarova, 2016). The round dance is understood as joint singing, accompanied by choreographic or dramatic actions (Dormidontova, Zabbarova, 2016).

Getting acquaintance with musical folklore, young school-age children develop their musical culture, reveal the wide potential of perception of artistic images and gain the necessary knowledge and skills for acquaintance with folklore and its characteristics. During this process, children communicate closely with each other, thus it helps them adapt to the school environment, among their peers. In primary school musical art is connected with learning of creative technologies, algorithms of musical folk art, as well as with a conceptual and visual explanation of works of art, which is a necessary condition for the development of the figurative and symbolic thinking of a young school-age child. At this moment children are motivated not only for creativity within the school, but also for independent creativity, as well as for co-creation with peers and adults (Aryabkina, 2015). It contributes to successful socialization by means of musical education.

While studying the problem of the socialization of young school-age children by means of musical folklore, a model of socialization of young school-age children by means of musical folklore of Volga region people was developed. Studying the folklore of Volga region people, students also learned in addition to Russian folklore, the folklore of the Tatars, Chuvashes and Mordovians.

The Tatar folklore suggests heroic epic (dastans, baits and historical songs); fairy tales and folk jokes; legends and traditions; riddles; proverbs and sayings; dance, plot, ritual and game songs (Dormidontova, Zabbarova, 2016).

The Tatar pribautki develop a sense of humour, stimulate artistic abilities, the development of musical ear, sense of rhythm, etc.

Talking about the Chuvash musical folklore, one should mention its special songs of “plow and plough”, Shrovetide, wedding, round dance, game, sit-round and guest songs. The round dance songs are the most suitable for working with young school-age children, as they are characterized by beautiful melodies and artistic qualities of images. The Chuvash round dance is the main integral part of the song and dance folklore, the Chuvash dance is always accompanied by clapping hands (Dormidontova, Zabbarova, 2016).

The Mordovian musical folk art involves many movements associated with animal habits and the depictions of scenes from their lives. My singing Mordovian songs, the bagpipe, the violin and the accordion are played. The Mordovian musical children's folklore, like the folklore of other nations, is heterogeneous in its genre composition and includes lullabies, poteshki, pestushki, pribautki, fairy tales, tongue twisters, teasers, countings, games, carols and zaklichki (Dormidontova, Zabbarova, 2016).

While studying musical folklore for more successful socialization of the child in society, it is necessary to make musical education purposeful, taking into account not spiritual and moral development, but also the development of such qualities as patience, diligence and sociability. And finally, the most important part of musical education is choral singing. Due to choral singing, music becomes more understandable and expressive. Besides, collective creativity develops a sense of camaraderie, mutual assistance and responsibility (Tsechoev, 2017).

To sum up, musical folklore is one of the most important means of socialization of young school-age children.

Results

The results of the research conducted over a five-year period on the basis of three primary schools in Ulyanovsk (112 pupils at the age of 7-9 years old participated in the experiment) prove convincingly that when using the methodological and methodical provisions described in this article regarding the use of musical folklore in educational process of primary school, positive developments are taking place in all aspects of the socialization of primary school children. So, by the end of the experiment, the pupils of the experimental group have broadened significantly their ideas about the peculiarities of musical folklore of different peoples of our country. 96% of children could not only answer confidently the question “What is musical folklore?”, but also classify folklore works according to their genres, call folklore rites, magic folklore creatures etc. (at the beginning of the experiment, this figure did not exceed 12%). Positive developments also occurred regarding the levels of adaptation to society (24% at the beginning and 78% at the end of the experiment), autonomy (36% at the beginning and 66% at the end of the experiment) and social activity (12% at the beginning of the experiment and 72% at the end of the experimental work).

Thus, we can conclude that musical folklore is an effective means of socializing of young school-age children.

Conclusion

The results of the research conducted over a five-year period on the basis of three primary schools in Ulyanovsk (112 pupils at the age of 7-9 years old participated in the experiment) prove convincingly that when using the methodological and methodical provisions described in this article regarding the use of musical folklore in educational process of primary school, positive developments are taking place in all aspects of the socialization of primary school children. So, by the end of the experiment, the pupils of the experimental group have broadened significantly their ideas about the peculiarities of musical folklore of different peoples of our country. 96% of children could not only answer confidently the question "What is musical folklore?", but also classify folklore works according to their genres, call folklore rites, magic folklore creatures etc. (at the beginning of the experiment, this figure did not exceed 12%). Positive developments also occurred regarding the levels of adaptation to society (24% at the beginning and 78% at the end of the experiment), autonomy (36% at the beginning and 66 % at the end of the experiment) and social activity (12% at the beginning of the experiment and 72% at the end of the experimental work).

Thus, we can conclude that musical folklore is an effective means of socializing of young school-age children.

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