MUSIC FOR EVERYBODY:
The Project in the Context of Life-Long Education

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Abstract—The emergence of new forms of the educational process organization, the possibility of equipping the workplace of each student with different sets of software and hardware systems (synthesizer, electronic keyboard instruments, music computer) create the need for a new, informational approach to content of the musical education. The sphere of communicativeness of the musical art itself is expanding. The present article discusses the main coordinating aspects and elements of the methodological support of the project Music for Everybody. In this regard, modern music computer technologies (MCTs) are increasingly playing a significant role in preparation of the key components of the educational process's methodological support within the context of this project implementation.

Index Terms—About four key words or phrases in alphabetical order, separated by commas.

I. INTRODUCTION

Music as a form of communication has received a new vector of development with the advent of information and communication technologies both as a significant area of culture and as an educational area. In this regard, the sections of music education which, on the one hand, are directly related to the musical language mediated by musical writing system, and on the other are invariant (common) for musicians of all specialties, namely, the musical-theoretical disciplines require not only changes in the forms of organizing the educational process, but also introducing a new approach to the content itself.

The peculiarity of a performing musician's activities is the fact that it is realized within the framework of a given text in a strictly structured musical period of time. Necessary for a solo musician is the ability to quickly master, hold in memory and accurately reproduce a large piece of information (repertoire); in the case of collective interaction during ensemble, orchestral or choral performance necessary is the ability to reproduce or perform a written (musical) text. And if earlier such result was achieved through intensification of labor, many hours of training and "learning", then now, with the advent of

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information technologies, with new possibilities for storage, transferring and presenting musical information, it becomes available to replace "learning" with "understanding" in the section of musical education that is not connected directly with mastering the musical instrument itself (voice in particular).

This requires a new informational approach to the content of theoretical disciplines in music.

II. METHODS AND APPROACHES

A. Informational approach to the content of musical theoretical disciplines

The preconditions for its appearance can be found already in early works on the theory of music music theory and professional musical education featured by tendency to structurize and systematizes separate elements of the musical language. The basis, scientific background and practical forms of implementing informational approach were developed and described in detail in the works of Nina A. Berger.

The first experimental work began in 1991 under the guidance of Nina Berger, Doctor in Art History [2] in the first Russian studio equipped with MIDI keyboards. The studio named *Music for Everybody* was affiliated with the St. Petersburg State Conservatory named after N.A. Rimsky-Korsakov. There, as part of the experiment, an 8-year course of solfeggio and harmony practical classes was developed for students of performing faculties, music scholars of the State Conservatory, and for students of piano and pedagogical faculty of the St. Petersburg State Institute of Culture. The purpose of the experiment was to identify the possibilities of the positive influence of playing a musical instrument on the formation of personal qualities and on the direct transition of music theory into musical practice (pedagogical and concert). As a result of this experimental work, the proprietary *Method of Teaching a Musical Instrument "Music for Everybody"* was patented as an invention (1997, inventor's certificate No. 2090938).

Another experimental work aimed at expanding general musical education was carried out on the same basis; it involved classes for students of regular schools, corrective classes for people with hearing and vision impairments, seminars, and master classes for music teachers from various regions of Russia.

III. RESULTS AND DISCUSSION

A number of courses was developed and introduced into the educational process of the faculty of correctional pedagogy at the Herzen State Pedagogical University (2004-2012) on the basis of the *Music for Everybody* method. New courses for universities, musical, special, and regular schools included various programs, such as *Methods of Using the Elements of the Musical Language and Musical Writing in Correctional Work*. The developed system makes it possible for students to interact with music in a dialogue mode; it's aim is to create the foundation of musical education through the learning of music as a metalanguage, the proficiency of which allows you to listen, understand, and perform music.

A group of developers from the Education and Methods Laboratory *Music Computer Technologies* had initiated a scientific research in this area under the guidance of Gorbunova with the support of the National Training Foundation (NTF) and the Ministry of Education and Science of the Russian Federation. They've organized and conducted a large-scale assessment of the developed integrated innovative educational system *Music Computer Technologies* in the pilot regions of Russia, as evidenced by open educational resources that are publicly available online.

A number of provisions of the methodology *Music for Everybody* was included in the development of educational programs for the new educational concept *Musical Computer Technologies in Education (MCT)*. This concept was created under the guidance of the facilitator and head of the homonymous Education and Methods Laboratory (EML), chairman of the Education Board of Herzen State Pedagogical University — I.B. Gorbunova. The developed educational programs are focused on the relevant tasks of contemporary musical education, such us authorization and introduction of the Bachelor's program *Musical Computer Technologies* and Master's program *Musical Computer Technologies in Education*. These programs are available in various Russian music academies, conservatories, and pedagogical universities since 2004 and 2006 respectively. These areas of study are reflected in program documents.

The following tasks in musical education were performed as part of the educational concept *Musical Computer Technologies in Education*: development and introduction of such programs of professional retraining as *Teaching Music with the Use of Music Computer Technologies, Teaching Electronic Keyboard Synthesizer, Information Technologies in Music and Musical Education*, and others; organization of scientific and methodological support of the educational process; introduction of teaching aids, innovative teaching and methodological kits, digital and network educational resources; development and verification of new educational and methodological kits; implementation of full educational and methodological support for new courses, including multimedia aids and online support of the educational process.

Inclusive musical education. Although, the absence of one of the sensory systems makes it difficult to play a musical instrument, the other two are able to compensate for it (for example, children with severe hearing loss are still able to play music), which makes it possible to use this methodological system in musical inclusive education. The following educational facilities have been successfully using this methodology for many years: St. Petersburg School No. 33 for Hearing-Impaired Children and St. Petersburg Boarding School No.1 for Visually Impaired Children (N.A. Yatsentkovskaya), St. Petersburg Social Rehabilitation Center for Disabled (A.M. Voronov), and music classes for visual-impaired children at the Okhta Art Education Center in St. Petersburg (A.A. Govorova), and others.

On October 1st 2013, the President of the Republic of Sakha (Yakutia) M. Nikolaev announced the launch of the republican project *Music for Everybody*. The organizers of this project — the Ministry of Education and the Ministry of Culture and Spirituality of the republic — have set the goal to help all children learn one classical musical instrument by the end of high school. Therefore, the ministries signed an agreement on joint work to promulgate the project that was developed and organized by researchers, musicians, and teachers.

In Yakutsk, the musical teachers from all Yakutia districts attended the special courses on the methodology of teaching musical instruments for elementary school teachers. District educational departments and parents of young children began to acquire musical instruments.

The commencement of the corresponding course in the Higher School of Music marked the next stage in the development of the project program.

In 2015, the Music Faculty of the Yakutsk Gogolev Pedagogical College was appointed as a project coordinator for methodological assistance during the implementation of the program. The college was required to become the center coordinating the methodological component of the project *Music for Everybody* in all districts of Yakutia. The support was also provided by the Association of Yakut Music Teachers. In this regard, modern music computer technologies (MCTs) are increasingly playing a significant role in preparation of the key components of the educational process's methodological support within the context of project implementation.

New information technologies are increasingly applied in contemporary musical practice and becoming a part of modern culture. Every day there are more and more varieties of electronic musical instruments (synthesizers, samplers, musical computers). The application of multimedia systems in music education makes it possible to use digital educational materials, such as musical encyclopedias, books, guides, and various anthologies. Today, the tools of modern music education include innovative pedagogical technologies, computer technologies, and electronic musical instruments; educational institutions develop and implement innovative educational programs on the base of the latest technologies and teaching methods aimed at further development and improvement of the educational system.

The teaching staff at the Gogolev Pedagogical College makes every effort to ensure that the education of their students corresponds to the level of knowledge and competencies of a modern (music) teacher. The college has its own recording studio with the isolated rooms, equipment, and professional

software necessary for the work of a musician, sound engineer, performer, composer, orchestrator, or teacher to make or record music. The college also provides training on a number of subjects in the MCT area, including the course *Recording Studio*, a program developed by one of the authors of the article (O.A. Spiridonov).

The application of MCTs facilitates the preservation of the cultural features and national colors of ethnic groups living in the Republic of Sakha (Yakutia), while also making it possible to broadcast the most salient elements of the multinational cultural traditions of the republic's indigenous ethnic groups.

The next stage of the project *Music for Everybody* will be the development and implementation of a long-term plan, which should be ready before 2022, when the Republic of Sakha (Yakutia) (formerly the Yakut ASSR) will celebrate its 100th anniversary — a remarkable date for the whole country. To this end, the project organizers are faced with the task of preparing the teaching staff and strengthening the material and technical base of general education schools, music schools, and children's art schools throughout the republic.

IV. CONCLUSION

Today, there is a high demand for expanding the network of municipal children's musical schools. One of the ways to do that is to open their branches on the basis of general education schools in districts, youth music centers, and studios. At the same time, it is necessary to create associations for children of different age, to cultivate love for classical and folk music among the population.

The *Music for Everybody* project has created new opportunities, ways and approaches to teaching music to a huge number of people of different ages and different social groups. This project has provided music teachers with new pedagogical technology that can significantly enrich the musical and educational process and make it much larger than it was before.

In the future, we see a collaboration with UNESCO associated schools, the expansion of international cooperation, the preparation of a scientific evidence of the music education's positive influence on the intellectual, spiritual, moral, and social development of a child's personality.

It is difficult to overestimate the role of music in our life. Music unites people of various beliefs, ages and nationalities. The authors urge teachers and the general public to disseminate the ideas of the project, as it aims to create special conditions for the musical development of children, so that they would grow to be spiritually rich, successful people.

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