

7. THE CONCEPT OF MUSIC INTROSPECTION AT MUSIC EDUCATION LESSON

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Abstract: *Music education is a way of integration / reflection of reality through different genres of art. Also music leads you to facts, characterizing relationships through emotions, leaving a deep impress. This study approaches the thesis of incorporation of music lesson through music internalization by the teacher and students. Specificity of methodology of music exteriorization is known as a mood, as a dynamic process, becoming an instrument of control and exploitation of personalities of students in class, integrated through these activities. Experimental validation, aims the formation of internalization skills of music to students during the lesson, integrated by music-teaching activities.*

Key words: *music internalization, psychic processes, integrated personality, music lesson*

Introduction

Over time, it has been issued a plenty of theories about personality: whether to show man as being re-active and pro-active, whether it is focused on the discovery and inventory components of personality, whether they have a higher opening for social, for other people, for people contacts and groups (psychosocial theories) - all trying to capture the essence of personality, originality, uniqueness [6, p.48]. Given the fact that theories about personality integrate, complement and balance each other, this trend may be tempered by the emphasis placed by personalist and systemic theories on personal provisions on human interpretation as a creative entity, forming system subsystems (cognitive, dynamic-energy, emotional-motivational etc.) making up the personality [5].

In the integral human personality, meaning they do not both traits, feature configurations, structures and its systems, but the particular mode of integration and application their behavior. Thus, great importance are: what is man in reality, what he thinks he is, what he wants to be, what he thinks about others, what others think about him (cf. [5, p.49]). The issue of regulation and self-regulation of mental processes of human activity is analyzed by systems, mechanisms and phenomena development spheres of human knowledge through such categories as: man, human activity, around world, psychological mechanisms, completeness etc. that remains present until now.

The concept of internalization in education. School Age is a transitional stage, which includes purchases and behaviors, whose origins are in the early stages of human existence. Extensive studies show that the human psyche is the system of psychologically and socially. Each study the evolution of its previous purchases integrates into its structures through a continuous process of assimilation-accommodation. "The appropriate requests, central nervous system increases its operating capacity by increasing the activity of cortical processes," says P.Golu [4, p.105-106]. Intellectual development of students of school age was investigated by psychologists J.Piajet, M.Golu, E.Claparede, P.Jelescu,

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P.Popescu-Neveanu, L.Vîgotskii, V.Davîdov, D.El'konin, I. Neacșu et alii. The author I.Neacșu estimated that multilaterally developed personality is the general core, being the most active component of social development through education projects [7, p. 80]. M.Haidegger affirm „man become integral only in harmony with the around world” [1]. To understand the categories listed above, we must realize that the foundation of this problem is human activity - the values and meaning of life, the need to live and to create.

Being integrated through activity with world, the man feels itself a little part of the world. We search for the activity of a man and completeness differentiated around the world. Operation and dynamic sense of human activity is based on completeness and differentiation mechanisms. There are psychological mechanisms which occurs integration and differentiation, formation and changing of human personality. In fact, without these two categories the society does not progress, life has no meaning. Consequently, a lot of questions appear: How to be an integral man? How become the relationship 'man - Surrounding World "? How occur completeness and differentiation of human activity? These questions lead us to detailed research into human personality and differentiation between integral personality and individuality. Summarizing the above mentioned ideas we have investigated the cognitive mechanism of individual development through internalization-externalization concept. Lexical unit interior < (referring to the moral, spiritual man, who does not manifest itself apart) sets the transformation process from the outside inward [1, p. 499].

In psychology, the concept of internalization was studied by scientists E.Durkheim, J.Piajet, L.Vîgotskii, P.Galperin and others who argue that internalization is a process of forming human internal mental structures, thus this process completeness achieved by intrapsihologic structures with intersihologic.

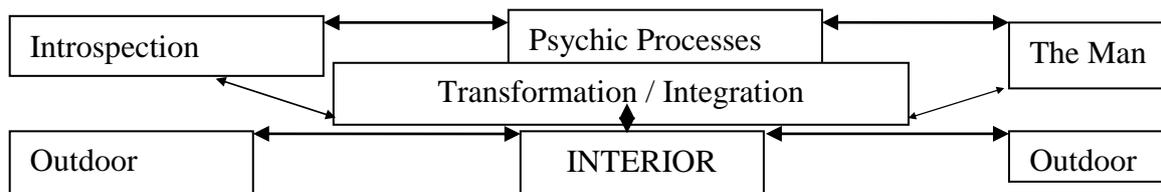


Figure N 1 The introspection concept as a integrality process

In this context, the inner psychological mechanism is classified in levels of content (which integrate / differentiate as small elements); structure (structure after the amount of elements); functionality (integration and differentiation of these elements form the psychological mechanism). Consequently, psychology is directed to knowing the psychological man through content, structure, functionality of the interior psychological mechanisms and their externalization. To know in detail the inner essence of man we supported on psychological principles and conceptual ideas of reflection: "Man - Surrounding World". Analyzing Figure N we research R- Integral reflection Man - the Environment;

1) the individual level; 2) the custom; 3) the overall human. A / I - internalized human activity; A / E - externalized activity; I - completeness; D - differentiation.

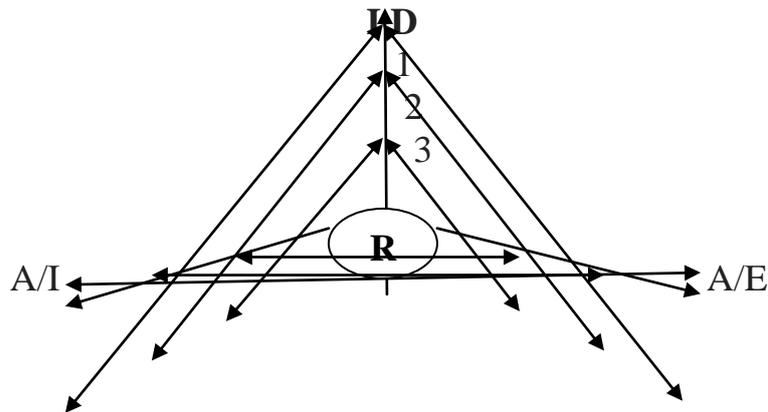


Figure N 2 the introspection-externalization process as an integral mechanism

The concept of the introspection at musical education lesson

"One of the basic expectations of music education should be uplifting and spiritual development of our children. This implies the presence of light in the music itself, and art teacher has the task of integration and openness students' souls " (cf.[8]). Music has always had an educational impact and exerted a strong influence on the sensitivity and awareness, being at the same time, an important factor in personality enrichment and identification of inner balance. "Art music, in all times and everywhere, was considered an influential middle of cultivating human personality. The music education is a complex, continuous, systematic and uniform, which begins in childhood and continues throughout life "[9, p.16-19]. The concept of introspection in music education is investigated by the scientist I.Gagim the claims: "introspection - as a dynamic process deep condition, becomes an instrument of control and exploitation of the Ego" [2]. Categorize the issue psyche as a phenomenon in which outside the concept of music _ and rationale existence of this art cannot be designed and treated in its depths, the scientist leads the researching of this concept to a direct elucidation and understanding of the report music _ with our _ indoor world. Figure N is a triadic construction of the concept of introspection in music education after the scientist I.Gagim.

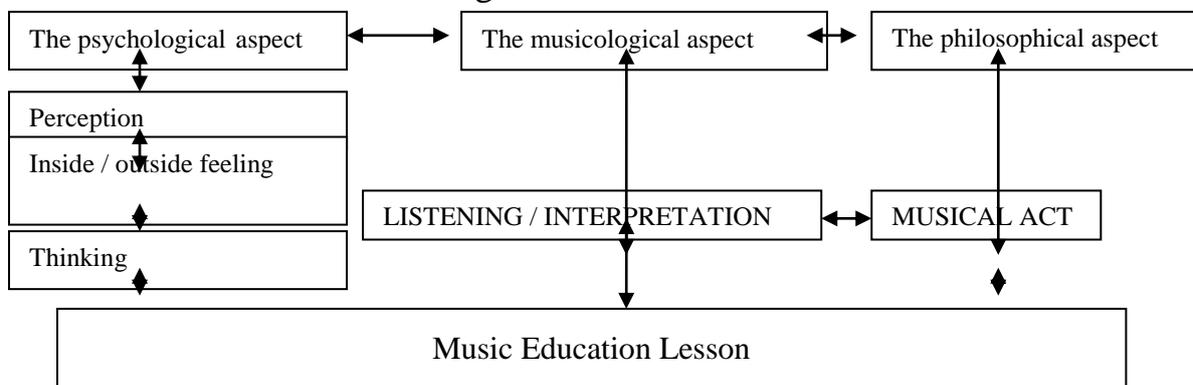


Figure N 3 The a triadic construction of the concept of introspection in music education after the scientist I.Gagim

Thus, taking as a basis this concept investigated as a triadic structure, we integrated in the music lesson contents according to this concept. The goal we have set is to integrate the concept of internalization in music lesson. After more investigation I noticed that internalization is present in all components.

"The Music introspection is produced deepening in music and deepening itself" [2, p. 39]. So, after triadic construction the deepening follows characteristic principles. Thus "principle of introspection derives from musicosophic theory (G.Bălan)" (Apud: 3, p.39). From this concept we realize the transformation of music laws into sound laws. Sound, in its turn, acts as physical phenomenon vibration psyche. «The sound and the breath are a method of introspection: passage from outside plan on the inside; from the psyche on the physically, spiritually "[2, p.60].

In Opinion we underline the following: the concept of internalization in music education integrates and materializes other principles deriving from the laws of this field, perform the following functions:

- The triad construction psychology / musicology / philosophy;
- Integrating actions of listening, reading-experience-thought through introspection;
- Discovering music from within;
- Transforming the intimate and spiritual universe in outward spheres.

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