



SOUTH-WEST
UNIVERSITY
·NEOFIT RILSKI·
BLAGOEVGRAD, BULGARIA

VOLUME 3
2004

SCIENTIFIC *Research*

ELECTRONIC
ISSUE

SOME TYPICAL PECULIARITIES IN STUDENTS' ACCORDION TEACHING AT SOUTHWESTERN UNIVERSITY “NEOFIT RILSKY”

Elka A. Petkova

*Southwestern University “Neofit Rilsky”
Blagoevgrad
Faculty of Arts
Department of Music*

Abstract

The accordion teaching at Southwestern University “Neofit Rilsky” is taking place at the Faculty of Arts. The teaching is integrated to the musical and theoretical disciplines, which are included in the students’ educational plan and especially to “Pedagogic of musical teaching” and “Bulgarian national choreography”.

There are some objective and subjective factors, which influence the results of “Obligatory accordion” teaching. Some of them are the students’ psycho-physiological data; the levels of their preliminary musical and general culture.

People are not equally capable of performing one and same particular activity-it’s a stringent fact. This is the reason the attention of the specialists to be oriented to application of differential teaching. Its main task is to find and maximize the development of the gifts and capabilities of each student.

The introductory stage is a fundamental moment in the “Obligatory accordion” teaching for students at the “Musical Pedagogy” and “Choreography” specialties. All the basic knowledge and skills are put into operation during this period: theoretical introduction to the general note literacy, familiarization with the accordion instrument specific peculiarities; with the correct posture and training during playing; master the necessary basic operations to obtain sounds, as well as the demands of precise articulation, dynamics and phrase making.

The lecture has the possibility to select such working forms and methods, which shall optimize the teaching process, because of the individual character of accordion teaching. The more knowledge and skills are acquired (they are needed for the musical production artistic performance), the more aesthetic satisfaction from the realized attainments is achieved.

Each student has to manifest his critical attitude in self-evaluation concerning the achieved results – this is the final goal of the initial teaching. It presumes formation of particular criteria for evaluation depending on the psycho – physiological (temperamental and intellectual) data. The lecturer’s permanent task is to teach the students in conscious creative activity

and to persuade them in the practical appliance of the skills and knowledge they have achieved. There will be a positive result when the knowledge, skills and habits are constantly acquired by students – the interaction between motor habits, auditory control and musical memory ensure the accurate performance of the musical production in different circumstances (in class, participation on a concert program, during the pedagogical practice or independent practice on their own). Accordion teaching is a permanent, conglomerate process. There are different working methods during the practical occupations, which are conformable to the student's tasks. Some of these methods are the show, the explanation, and the drill. Some additional working forms are listening to music, chamber ensemble participation, accompany playing etc.

The manuals and education appliances are important part of the teaching – educational process. The lecturer has to select the most appropriate ones for the teaching. The particularly written handbooks for accordion teaching are priority (Primary school for accordion – E. Petkova; School for accordion – S. Sidjimova etc.).

The forthcoming application of the Credit System will impose a development of new curriculum. Each student will have the possibility to plan the number of auditorium attendance depending on his individual plan. This will lead to a new organization of the teaching process, as well as to introduction of number of democratic moments in it (such as curriculum selection, speed and forms of teaching, etc.).

Development of an optimal high education teaching project-model is a necessity. The educational system has to be similar to the one in countries from the European Union.

REFERENCES

1. Краткий психологический словарь. М., 1985
2. Обучението по акордеон. Сб. статии, съст. Л. Панайотова. С., 1981
3. Г. Гълъбов. Методика на обучението по акордеон. С., 1989
4. Р. Потеров. Методика на обучението по акордеон. Благоевград., 1995