

Original paper

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Functionality of the Course Book and the Resource Pack in Developing Vocal Abilities of Students of Lower Grades of the Primary School

Extended summary

The aim of this paper is studying functionality of music material from the course books of Music culture and observing its role in vocal development and in accordance with natural vocal maturity of children age 7-11. Profile of the resource pack was observed through methodological potential and strategies, which the author offers as developmental-foundational means of vocal and interpretative abilities. Theoretical frame of the research included a great extent of current knowledge of domestic and foreign authors with the accent on musical-psychological research and new neuro-musical research, which confirm a great significance and role which signing has on holistic development of a child.

In the research, we used *the method of theoretical analysis* and *the descriptive method*. The technique was quantitative and qualitative analysis of the contents (songs / music games / chants) in course books of Music culture between the first and fourth grade of the primary school.

Results of the analysis of the course book contents have shown that it can be a channel which functionally initiates developmental phases of vocal abilities (hypothesis is fully determined for the course book and the resource pack of the publisher *Zavod za udžbenike*, whereas it was partially accepted for the editions of *Kreativni centar* and *Klett*). Key results referring to the attitudes of teachers from the questionnaire, with the sample of 298 teachers from 46 places from Serbia, showed that the biggest number of the interviewed teachers uses the course book in the process of performing classes of Musical culture (92.8%). Chi-square test was used for statistical significance in the difference in the number of teachers who do not use a course book ($\chi^2(1)=213.06, p<.001$). The greatest percentage of teachers uses the course books only in one

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grade (44.3%), one third of the teachers uses them in all grades (32.6%), and 11.7% of teachers uses the course book in the class in which he/she teachers and in one more. This datum tells about a great percentage of teachers who do not use the resource pack as a systematic means in vocal development.

Teachers most often use the course book and additional choice of songs (71.8%) when they are supposed to choose songs. Much lesser number is of those who only use the course book (20.1%), and only 5.7% of teachers uses their own choice of songs ($\chi^2(2)=221.22, p<.001$). We were also interested in the parameters, which influence the choice of songs, when a teacher himself/herself chooses a song. The results show that the following parameters influence in this order: interests of students ($AS=3.14, SD=1.28$), ambitus ($AS=3.14, SD=1.38$), topics ($AS=3.10, SD=1.66$), tonality ($AS=2.83, SD=1.49$), type of a song ($AS=2.81, SD=1.22$). Nevertheless, it should be noticed that average values for all five parameters are almost equal, so we can conclude that teachers consider these five aspects almost equally important for the choice of songs (Graph 1). Nevertheless, when we wanted to see which parameter from the offered ones was in the first place, the results was changed: the greatest number of teachers put topic in the first place (15.8%), then ambitus (10.7%), then interests of students (9.1%) and tonality (9.1%), and in the end the type of song (4.7%). Observing the shown key results from the second set of questions of questionnaires it can be seen that there is a small percentage of teachers who uses systematically a course book and the resource pack (one third), and insufficient percentage o teachers (17.50%) that uses course book and resource pack, which supports systemically all phases of vocal maturity. The solution is raising professional competencies for both using musical material from the course book and for the choice and choosing with other music materials from the collection of songs, which are often additionally used in the teaching process. Spoken and sung chants, tongue twisters, folk proverbs and simple folk children's songs, particularly models and suitable songs (Vasiljević, 1991, 2006, Stojanović, 1996), as well as children's art songs o famous composers, represent excellent material for initial work for developing and forming singing habits and skills. We believe that it is necessary to insist simultaneously on singing music material by solmisation, because stability of intonation in producing interval leaps in this way becomes founded firmly, particularly from the third grade. In this direction, we should observe possibilities for new structural solutions of the course book, because it was noticed that a certain number of course books with resource packs there is no request for singing songs with solmisation, but only with text, and their polifunctional capacity is not extinguished in this way.

We have stressed the significance of singing multivocal motifs (Milovuk, acc: Stojanović, 2001) which would precede multivocal singing in the fourth grade. Methodological implications of the paper are directed to observing possibilities for new solutions when creating structural components of course books and suggestions, which direct to mechanism of strengthening the connection of musical and lingual development.

Key words: course book and a resource pack for Music, vocal abilities, ambitious, vocal and interpretative abilities.

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