

Playing children of non-harmonic sequences of musical sounds under different conditions of memorization

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The dependence of the accuracy and styles of playback of non-harmonic sound sequences from their volume and composition of the activities carried out for their memorization was studied. Participants were presented musical notations of the one-tone or two-tone series, consisting of a variable number of sounds (from 1 to 6). Remembering these series was carried out under four conditions: "Look, remember," "Look, Speak notes and remember", "Look, play and remember", "Look, listen and remember." Immediately after exposure to the sound series participants repeatedly reproduce it by heart, playing the guitar. During playback, the teacher recorded the execution errors, and in the computer's memory kept track of the game participant. Fidelity (T) was estimated from the number of errors, and the style of play - on two parameters soundtrack: the maximum sound amplitude (A) and the time intervals between the sounds (Δt). According to our data, the average T does not significantly depend on the composition of actions performed to remember, but it is significantly depend on the volume of the series. The parameters A and Δt significantly dependent on these two factors, and here there were significant individual differences. Characteristic that is observed more often in the majority of participants rhythmic organization of plays did not accompanied by a steady pattern of behavior of the parameter A. The possible limitations in the application of the principle of inter-modal interactions in the practice of teaching musical skills is discussed.

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