



**THE CONTENT OF AN INNOVATIVE APPROACH
TO THE DEVELOPMENT OF MUSICAL ACTIVITY IN
VARIOUS GROUPS OF PRESCHOOL EDUCATIONAL
ORGANIZATIONS.**

Nuritdinova Kh.N.

teacher at the
Termez State Pedagogical Institute.

Annotation: *this article will talk about the content of the composition of the development of musical activities in various groups of preschool educational organizations, goal objectives, methods used, educational skills, new approaches to education.*

Keywords: *approach, musical ability, mental, physical, emotional, natural musical ability, artistic means.*

Аннотация: *В данной статье рассматриваются содержание, целевые задачи, применяемые методы, навыки воспитания, новые подходы к обучению, разработка музыкальной деятельности в различных группах дошкольных образовательных организаций.*

Ключевые слова: *подход, музыкальные способности, умственные, физические, эмоциональные, природные музыкальные способности, художественные средства.*

New approaches to music education also entail the use of completely different, most effective pedagogical technologies in the development of children's musical abilities. "No matter who the child will be in the future, - whether it is a musician or a doctor, a scientist or a worker," writes the famous Austrian composer and teacher K. Orff, - teacher educator's task is to develop creativity, creative thinking in it.

When planning music training, the educator must take into account the mental, physical, emotional loads of children and, accordingly, correctly draw up the sequence of repertoire and types of activities to be taught.

The purpose of organizing music sessions in various groups of preschool educational organizations:

- creation of conditions by the head of music that give each child the opportunity to show their individual abilities when communicating with music;
- creative development of the child's natural musical abilities;
- to show creative ability through the development of elementary creativity;
- help in the formation of the inner world and self-knowledge (emotional and mental development and psychocorrection).

By choosing the forms and methods of musical and artistic activity in musical activities, it is necessary to direct the development of the following areas in children:

- emotional perception of the world observation skills iwojinization
- nurturing artistic thinking
- expressiveness of intonation: speech, vocal, plastic, instrumental sense of rhythm, spatial, musical;
- ability to distinguish and reflect through artistic means: large - small, high - low, approach - distance, light – dark, bright - dull, light – heavy, hot - cold, fast - slow, at the same time-sequential, good-bad
- expressive movements: sound gestures, colors of one's own voice, methods of creating elementary music, artistic and pictorial activity cheerful, participatory, playful attitude.

Visual, verbal and practical methods are used in the musical education of preschool children.

Visual method: 1 auditory visualization: listening to the child's musical works, playing songs, as well as listening to music during music-rhythmic movements. The visual-auditory method is the leading method of musical education, since without it it is impossible to perceive music.

1. 2.Tactile appearance: the body feels the wave vibrations of the sound of music.
1.3.Visual clarity: images, drawings, color cards, etc.are used to concretize impressions, evoke imagination, depict unfamiliar phenomena and images.

2. Oral method: conversation, story helps children to comprehensively perceive the musical image and understand the content of certain musical works, to convey to them

certain knowledge about music, composers, performers and instruments. Its use should not be limited to repeating music. It is important to use it to help understand music and understand the means of expression that contribute to its emotional experience.

3. Practical method: musical activity of children: to convey the impressions of music in plastic movements, didactic games, orchestration of musical works, staging songs, the nature of music in painting.

The musical repertoire performed in activities should correspond to both artistic and pedagogical purposes, be performed expressively, brightly and intelligibly.

To strengthen the impressions of music, to explain its emotional and figurative content to children, the educator must have intonationally rich figurative speech.

During the sessions, one of the most important tasks of music education is solved - the development of musical abilities. This happens in intense activity.

While the perception of music plays a leading role, all types of musical activity serve this purpose. In singing, playing instruments, musical-rhythmic movements, children develop a sense of sound height and rhythm.

When planning a workout, you should pay attention to:

- The use of paintings, portraits of composers and composers, shapes of different colors when listening to music;
- The use of musical staircase visual weapons, handouts in exercises to expand the sound diapason;
- Finding the name of the song by looking at the pictures when singing;
- Attributes when performing lapars and dances (flowers, ribbons, v.b.) use;
- Teaching children to think by preparing attributes suitable for this game when teaching musical character and figurative games in the development of their creative abilities, allows children to act independently in the staged process and occupies a great place.

Music sessions are held at the same time as the entire band.

Its content and structure depend on the age of children and the tasks assigned.

In a small group, 15 – 20 minutes are carried out.

In the middle Group, 20 – 25 minutes are carried out.

In a large group, 25 – 30 minutes are carried.

In the preparatory group, 30-35 minutes are taken.

As another specific form of the formation of musical abilities of schoolchildren in preschool educational institutions, the use of all forms of musical activity in training by the head of music is required.

Based on the above points, the following functions can be recommended:

First, to focus on the age-specific aspects of educators when choosing a repertoire in the curriculum in order to increase their musical interests;

Secondly, in the process of introducing educators to musical works, it is necessary to cultivate affection for the motherland, people, nation by generating feelings for the musical tone in them, thereby enriching their perception of music;

Thirdly, to shape children's creative abilities with the help of activities of listening to music, singing, performing rhythmic movements under music, learning to leave on children's instruments;

Fourth, to foster children's voices, to teach songs to sing simple, fluent, free, natural and expressive, and to get used to it;

Fifth, to make educators enjoy musical works, on the basis of which to develop their musical taste and artistic thinking;

In conclusion, it can be said that the content of drawing up the development of musical activities in various groups of preschool educational organizations contributes to creative development in preschool children, aesthetic worldview, intellectual and emotional development, music training affects not only intellectual, but also emotional education, music training promotes not only the increase in musical knowledge, but also the upbringing of a harmonious.

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