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Combination Of Music And Physical Education

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ABSTRACT

This article discusses some of the ways in which physical education can be performed on the basis of music in the process of educating students.

KEYWORDS

Anthem, music, physical education, education, culture, sports, common.

INTRODUCTION

The science of music is strongly and weakly connected with the applied sciences, such as the social sciences and the humanities. One of the strongest links between the sciences of music and the applied sciences is the science of physical education or physical culture. This is because music has penetrated into the internal systems of this science, and at the same time,

the content and essence of the science of physical culture has penetrated into the internal systems of music.

First of all, physical education or physical culture means this sport. And sport is not without competition. The solemn ceremony at the beginning of the competition and the awarding ceremony of the winners at the end

of the competition, of course, would not be possible without the National Anthem of Uzbekistan. Because the National Anthem has the power to inspire athletes to victory, to instill in them a sense of boundless pride and pride in their homeland, country and people. As an example, we can show the state of our athletes at the awards ceremony of our athletes at international sports competitions, as well as the opening ceremony of national championships, Universiades and the awarding

of young athletes and the psychological state of our athletes.

THE MAIN FINDINGS AND RESULTS

The common denominator of physical culture and music culture is that climbing to the top of both fields requires a person to practice and practice non-stop. Being a master of both directions requires not only theoretical knowledge, but also constant practical training with him, constant work on himself, despite the difficulties and circumstances.



Legend has it that the king of an ancient country boasted in his family circle that he was unmatched in power, swordsmanship, and martial arts. Then one of the wives of the king sitting in the circle said that the king's mastery in such martial arts was not his special physical strength, but the result of his relentless and carried out exercises. The king became angry and said, "You did not take into account my

physical strength, you did not recognize this ability in me," and divorced his wife. Years passed after this incident. One day the king went hunting with his ministers and courtiers. The king was hunting on the side of the mountain when he saw a woman carrying a large pig on the roof. To his surprise, he showed the scene to others. He then sent one of his ministers to the same house in the village

in order to get to the bottom of the incident. The minister knew that this house was the home of an ordinary shepherd. When the shepherd found out that the king was in this vicinity, he invited him to his house. Immediately the sheep was slaughtered and the king was given a feast. The king, on the other hand, was curious about the secret of what he had just seen, so he visited the shepherd's house with the closest of his servants. At the end of the dark feast, the king spoke of what he had seen and asked the shepherd why. The shepherd said that the woman was honest with her husband.

They called the shepherd's wife and asked for the secret of the incident. The shepherd's wife said, "O king, did you not know me, I will be your wife, and you have divorced me for blasphemy. I said that the reason for all your success in martial arts is exercise. But, you didn't believe me. I, on the other hand, have been practicing non-stop for five years to prove that my word is the truth, that is, I carry this pig three times every day since its birth, and carry it up and down the stairs to the roof. O king, tell me, is there a warrior in your country who can lift this judgment on the roof at least once?" When the king thought about it, there really was no hero in the country who could carry this judgment on the roof.

The king then confessed that the reason for his success in his martial arts was that he practiced regularly. The king returned with many gifts and greetings to the shepherd and his wife.

From the story - the contribution is that in order to become a skilled performer, a skilled educator, both in the field of physical culture and music, not only the theoretical knowledge acquired, but also the results achieved through constant practice, diligent work.

The use of music in physical education classes in the following activities allows children to perform the exercises with great interest and sincerity:

1. Walking to the music (even walking briskly under the sounds of marching).
2. Running with music (running on the floor or around the room).
3. Musical gymnastic exercises (arm and torso movements, as well as exercises with objects).
4. Rhythmic gymnastics (this movement is close to the dance movement in addition to exercise, and it can be done with the help of hoops, ribbons).
5. Aerobics (the type of exercise that is dance-related and closest to dance).

The above types of physical activity are performed mainly in indoor buildings, halls. This allows you to use the piano, which is the most perfect of the musical instruments. There were also technical facilities in such places; proigravitil, there is also the possibility of using tape recorders. The equipment can also be used for outdoor physical activities.

The use of music in physical activities can be broadly interpreted as follows:

1. Walking with music is the most effective way to regulate children's steps. There are several types:
 - a) Stepping on tiptoe;
 - b) Walking with the heel part of the foot;
 - c) Walking with arms bent at the knees;
 - d) Spring walking (moving the body to a semi-sitting position with each step);
 - e) Walking in the military without bending the knees, and in other appearances.

This means that musical works are selected and performed according to the quality of the walk and the situation during the walk. It is important to ensure that children walking with music have the same step choices during the walk. To do this, each piece of music is counted using a mathematical number, and it is explained which number of numbers the children step on with which foot. For example, children are first explained in music that the left foot should fall on the 1st, the right foot on the 2nd, the left foot on the 3rd, and the right foot on the 4th. In the process of music performance, only the children are counted out loud enough, and the uniformity of the children's steps and their coincidence with the contribution of the music, not one after the other, is monitored.

Walking with music is done in two different ways, i.e., walking with music, walking silently, and walking with music around the room or across a designated area, without breaking the line.

Walking with music is not only an important factor in helping children understand the content and nature of music, but also helps them understand the features of music, such as rhythm and measurement. At the same time, standing in a line teaches them to perform the same action without breaking the line with their peers, which is an activity of both physical and aesthetic upbringing in itself.

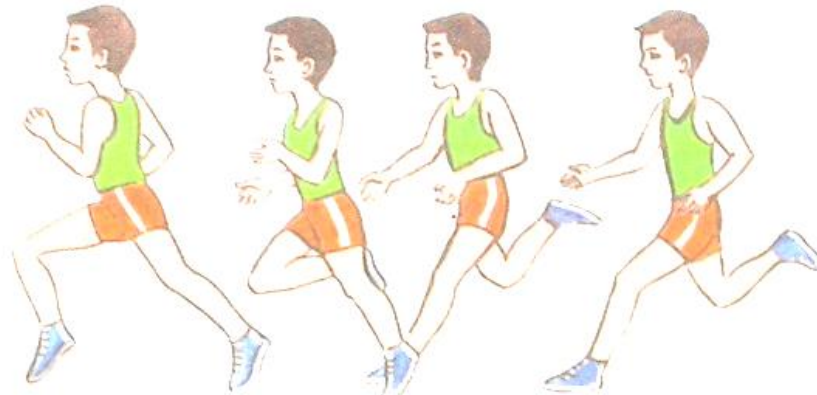
Running with music is a much more complex process than musical walking, which requires children to have a clear sense of the nature and rhythmic nature of the music, as well as the tempo (speed), not to overtake or lag behind the music. This is because in the process of running with music, both the music and the movements accelerate, and the speed process

makes it difficult for children to control their movements. Just like walking with music, there are certain types of running with music. These are:

1. Running freely with music.
2. Running on one leg in turn.
3. Running with the legs alternately moving to the side.
4. Running with a spring-shaped elastic step.
5. Jumping and running in various forms.

As mentioned above, just as running with music is divided into types such as walking on the spot and walking away, running with music is also divided into types such as running without moving and running away. If we interpret each type of musical running, it can be explained as follows:

1. Musical free running is a natural running on the spot or at a distance, stepping in accordance with the rhythm of the music, its contributions. In doing so, the children run in place or run around the room without breaking the rows in which they stand. During the run, the children's gait is monitored in the same way, the same in body and arm movements.



Running with music

2. Running on one leg with the legs alternating in a musical sequence. This type of running is more prone to dance movements than gymnastic exercises. This type of running is

often done by boys and girls moving around in a circle in opposite directions holding hands, or in pairs in a circle to one side. Such movements can also be done with hand loops, or boys and girls holding the two ends of the rope can rotate around each other or in a circle.



3. Running with the legs alternately moving to the side. This type of running is done with the arms at the waist. It can be done individually, with boys and girls holding hands in pairs, as well as children lined up. This type of running also embodies the dance character and gives children aesthetic pleasure in connection with

more physical education. Both the children involved in the movement and those watching them enjoy it equally. A piece of music performed during this type of run should be as lively, playful, and engaging as a piece of music performed during other types of run.

4. Running with a spring-shaped elastic step. This type of running is intended to physically train more children, i.e. the leg muscles and joints are activated in this type of running. The entire weight of the body falls mainly on the ankles and knee muscles, in addition, they lift the body up and down like a spring. This requires extra effort. In other types of running, children do not put much effort into it because

the main weight of the body falls on the bones of the legs. It should be noted that it takes some time for the body to rise or fall like a spring up and down. Therefore, in this type of running, even though all the members of the body are in the running position, the piece of music played is relatively calm, just like walking with music.

Spring action



Musical games

5. Jumping and running in various forms. This type of running, like other types, is performed standing or on a distance. Because it resembles a spring-loaded type of running, the piece of

music played in it is also relatively calm. There are many types of jumps:

- a) Jumping on one leg;
- b) Jumping on two legs;

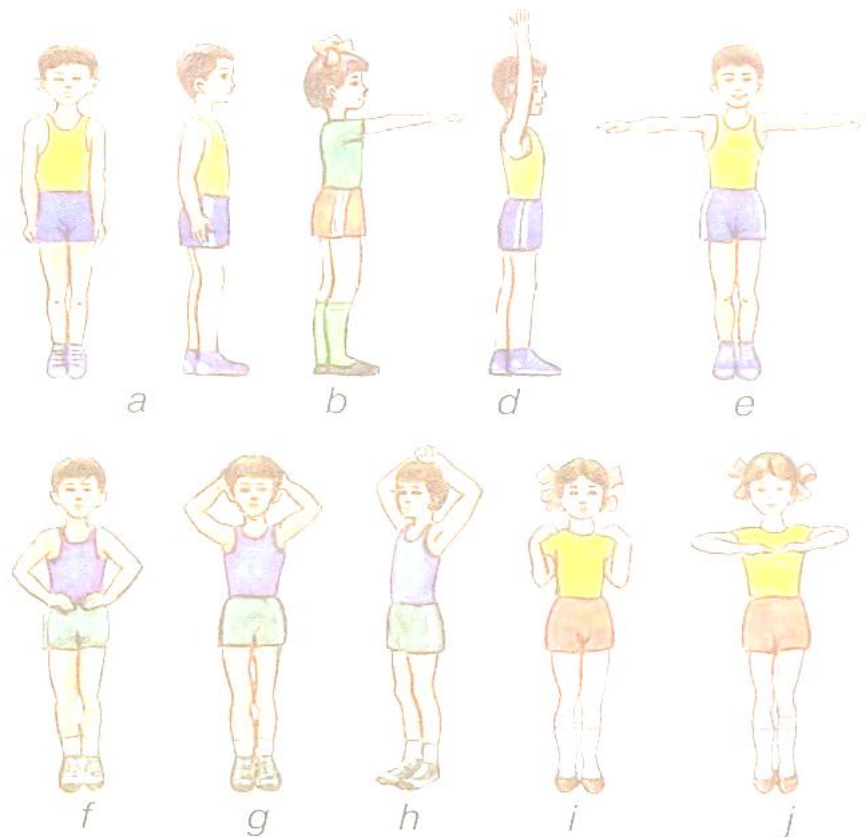
c) Jumping twice on one leg;

g) Jumping rope, etc.

If these types of jumps are performed without music, in a simple way, it is an exercise, but if they are performed with music in accordance with a certain rhythm and musical character, they belong to the type of running with music.

3. Musical gymnastic exercises. One of the most striking manifestations of the combination of musical education and physical training is the type of musical gymnastic exercises performed. It can be in various forms;

can be done standing, sitting, lying down, without utensils and with hand tools (sticks, ropes, balls, etc.). Musical gymnastic exercises are characterized by the fact that they strengthen all the organs of the human body and are performed in accordance with a certain rhythm, accompanied by music. Performing musical gymnastic exercises, as mentioned above, is a set of movements designed to strengthen all the organs and parts of the body. Its norm is set by a physical education specialist, i.e. it should not be performed for too short a period of time, or for a period that is too tiring for children.



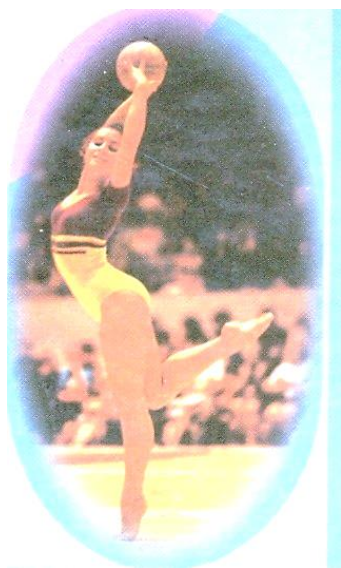
Musical gymnastic movements

4. Rhythmic gymnastics. It is no coincidence that this type of physical activity is called rhythmic gymnastics. Because, although this

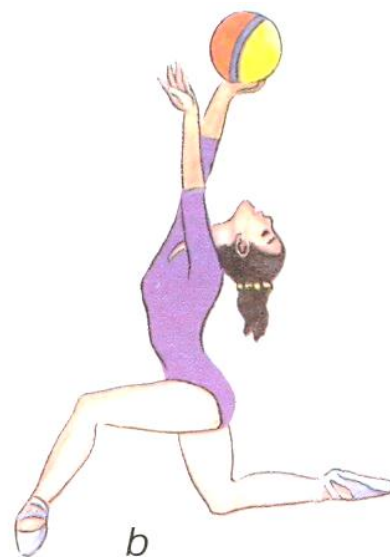
type of movement is based on physical training, it is related to the education of delicacy in its original content and essence. In

this type of movement, a particular piece of music is performed in its entirety. The movements are aimed at expressing the content of this piece of music with beautiful, elegant movements. In addition to the simple execution of actions, the slave can be performed with objects (e.g., rings, balls,

ribbons, etc.). In addition, this type of movement can be performed indoors and outdoors, on the ground and on ice. Whatever action is taken, it is in the nature of an artistic action. In this type of movement, a person's ability to control his body is fully demonstrated.



a



b

Rhythmic gymnastics movements

5. Aerobics. This type of movement is completely dancing in nature. It should be noted that the musical works performed in aerobic exercises are associated with a change in the type of movement, that is, the musical work changes at the same time as the set of movement types changes. Because in aerobics, the movements do not go in a rhythm, that is, it sometimes involves walking with music, sometimes running, sometimes jumping, and sometimes artistic movements. In children's physical fitness, the aerobic type of movement is more complex and effective than other types of movement.

CONCLUSION

To sum up, the teaching of music sciences is strongly related to the sciences of physical education within the applied sciences, which are disciplines that are deeply intertwined and often require each other in the course of the lesson. The goal of both types of education is to bring up a perfect person. Therefore, in the process of training specialists in both fields, it is necessary to provide them with knowledge and skills, taking into account the degree of interdependence of disciplines.

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