



Innovative Technologies Of Musical Education In Kindergarten

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ABSTRACT

The practice of preschool education is constantly in search of ways of comprehensive development of children, since at an early age they need not only skillful guidance of their education and upbringing, but also psychological support, creating a favorable emotional background for their socialization and self-realization. The techniques of art pedagogy and art therapy, provided they are used appropriately, have rich opportunities for comfortable adaptation and active, interested, creative activity of children.

KEYWORDS

Art, innovations, art pedagogy, art therapy, creativity, directions, principles, methods, types of musical activity, harmonization.

INTRODUCTION

Modern tasks of artistic and aesthetic education, including mass musical education, are based on the leading directions and principles of state policy in the field of education at all its stages. These are the

principles of humanization and humanitarization, the national orientation of education, the relationship between training and education, the fullest disclosure of the abilities and talents of the younger generation.

In the Decree of the President of the Republic of Uzbekistan dated 07.02.2017 No. UP-4947 "Strategy of actions on five priority areas of development of the Republic of Uzbekistan in 2017-2021", the Decree of the President of the Republic of Uzbekistan "On measures for innovative development of the sphere of culture and art in the Republic of Uzbekistan" PP 3920 dated 26.08.2018. It was discussed in detail about the education of the younger generation, increasing the effectiveness and efficiency of work in this direction, the need to improve the cultural level of citizens, the education of our compatriots, especially the younger generation, in the spirit of high humanistic ideas, love and devotion to the Motherland on the basis of national and universal values [1, 2].

In pedagogy, the opinion is increasingly being expressed that children's communication with art is a kind of health-saving effect with the use of artistic creativity. This understanding gives educators and teachers new opportunities to solve the humanistic problems of education and upbringing.

As a serious prerequisite for its solution at the innovative level, we can consider the intensive development of a new scientific direction that studies the nature, laws, principles, and mechanisms of involving art in solving various pedagogical problems, called art pedagogy.

Art-pedagogical methods, already adapted in some pedagogical studies of recent years and school practice in order to prevent and correct negative emotional states of children, normalize their emotional and volitional sphere, have shown that they contribute to both spiritual and moral, and physical recovery.

Various methods of applying art technologies were developed in theoretical and practical

terms by the CIS scientists A. I. Kopytin, M. Yu. Alekseeva, A. G. Kuznetsova [3,5,6]- however, at present, an unambiguous definition of this concept has not yet been developed, the above - mentioned developments are scattered, fragmentary.

In scientific works, textbooks, teaching aids of scientists and teachers of Uzbekistan H. N. Nurmatov, K. M. Mamirov, A. M. Mansurov, O. Ibragimov, N. Narkhodzhayev, R. Yunusov, E. N. Shainskaya, S. Deberdeeva et al., some innovative methods and technologies of musical and aesthetic education of schoolchildren - musical and didactic games, national children's songs-games, improvisations, dramatization, quizzes, some types of independent creativity of students can be attributed to art technologies, but this term is not used in music lessons, there are no developments and recommendations to help teachers use this innovative form of musical knowledge at a professional level.

In accordance with the requirements of the State Standard for the level of musical Education of children of preschool and primary school age, the main task of music classes is to arouse students' interest in highly artistic examples of musical art, to teach them to feel, understand, love and evaluate musical works, to enjoy them; to perceive music emotionally positively, feeling the need for systematic communication with it. The goals and objectives of music education determine its basic principles and approaches, its content, stages, criteria for selecting material and evaluating students.

According to scientists, art therapy is a synthesis of several areas of scientific knowledge (art, medicine, psychology), and in therapeutic and psycho-correctional practice -

a set of techniques based on the use of different types of art in a kind of symbolic form and allowing, with the help of stimulating artistic and creative (creative) manifestations of the child, to correct violations of psychosomatic, psycho-emotional processes and deviations in personal development.

More succinctly, we can say that:

Art pedagogy is a means of teaching and upbringing, in the process of introducing children to any or several types of art.

In the psychological and pedagogical literature, the following areas of art pedagogy are distinguished:

- Isotherapy - therapeutic effect by means of visual arts: drawing, modeling, decorative and applied arts, etc.;
- Bibliotherapy - therapeutic effect by reading;
- Imagotherapy - therapeutic effect through image, theatricalization;
- Music therapy - therapeutic effects through the perception of music;
- Vocalotherapy - singing treatment;
- Kinesitherapy (dance therapy, choreotherapy, corrective rhythmic) - therapeutic effects of movements.

Art therapy is the impact of art on the physiological and mental state of the child.

In art therapy, the methods of education are aimed at:

- The formation of a child with problems in the development of an aesthetic attitude to the environment by means of different types of art;
- Formation of the foundations of artistic culture, moral and aesthetic qualities of the

personality of children with various developmental disabilities;

- The child's mastery of certain artistic means of expression inherent in different types of art, and the display with their help of their feelings, their attitude to the world, their creative ideas;
- Organization of correctional and compensatory, correctional and developmental work with children, based on their possible participation in various types and forms of artistic and creative activities (artistic and speech, musical, visual, decorative and applied, theatrical).

Recently, the methods of art therapy are considered and used in working with children who do not have developmental disabilities [4,6].

Of particular interest is the use of musical art in medicine, which is called music therapy. The basis of this therapeutic and preventive direction is the use of various methods of exposure to music or singing, the choice of which is determined by the specific tasks facing the doctor.

Planning and conducting music classes in the senior kindergarten group was based on such leading types of musical activities as listening (art pedagogy) and vocalization (art therapy). Elements of folklore pedagogy were also used.

The purpose of music perception is to harmonize the child's personality, restore and correct his psych emotional state and psychophysiological processes by means of musical art.

Popular works available for children's perception were selected for the listening program. To these we have attributed waltzes, polkas, marches by J. Strauss, Waltz by F.

Chopin, fragments from Tchaikovsky's ballet "The Nutcracker", "Italian Polka" by S. Rachmaninoff, children's plays by F. Nazarova, M. Atadkhanova and others.

Perception of music

Creative abilities

Creative needs

Activity of musical and creative activity

Music and creative communication

Personal communication

Creating products of your own creativity

Classes with children on the perception of music were based on the following principles:

- Modeling children's positive emotional state;
- The purposefulness of the child's perception of music to comprehend it with the help of leading questions, paying attention to individual elements of the sound, tempo, mood;
- Joint activities of teachers and students;
- Creating a teacher's "attitude" to the perception of a musical work.

The following methods were used:

Receptive perception of music, based on the connection between music and movement

Active listening (active work with musical images) - description of the nature of music and its state, musical sketches, improvisations, playing on children's musical instruments, playing "live music", working with works about nature.

Vocalization method It was used as a therapeutic chanting of various syllables, working on the breath, its tempo, which has a

beneficial effect on the body. Scientific data were used [5,6,8].

Folklore art pedagogy and art therapy It was built on the basis of acquaintance with the Karakalpak musical folklore using such qualities as:

- The relationship of the poetic text, melody and rhythm;
- The moral content of children's folklore, instilling in children a sense of goodness, beauty, following the commandments of folk wisdom, wit, as well as love for nature, animals, their family, their native land, the Motherland;
- Its existence as a natural system of art therapy, which includes the harmonization of emotional states with the help of sound, music, movement (which can be supplemented) with drama, drawing, color;
- A carrier of hidden information to preserve the integrity of the human person;
- Therapeutic beginning-traditional children's songs develop not only musical hearing and memory, but also the lungs, breathing, and voice apparatus in children;
- A feature of national dances - relaxation of the hands, especially the hands, rotational movements of the body, complex movements of the neck and shoulder, allowing you to reset the accumulated clamps;
- Therapy with the national costume and its color combinations, the nature of the pattern.

Thus, art-pedagogical activity has the property of stimulating and organizing the pedagogical process as a flexible system for the selection and application of various types of art techniques that positively affect the cognitive

and creative activities of children for self-expression and self-realization of their abilities. The integration of the possibilities of art, pedagogy, and psychology creates favorable conditions for the comprehensive development and formation of the individual.

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