

THE IMPORTANCE OF MUSICAL RHYTHMIC IN THE ARTISTIC AND CREATIVE DEVELOPMENT FOR STUDENTS OF ELEMENTARY SCHOOL

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Annotation: The article discusses the possibilities of musical rhythm, including music, dramatization, plasticity and dance, for the artistic and creative development of primary school students. Primary school age (6-10 years) is the most favorable for artistic and creative development, so that art and artistic activities have a fruitful influence on the development of the child's personality.

Key words: musical rhythm, art, artistic and creative development, primary school age.

Annotatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilarini badiiy-ijodiy tomonlama rivojlanishi uchun musiqa, drammatizatsiya, plastika va raqsni o'z ichiga olgan musiqiy ritmkaning imkoniyatlari ko'rib chiqilgan. Boshlang'ich maktab yoshi (6-10 yosh) bolalarning badiiy va ijodiy rivojlanishi uchun eng qulay davr hisoblanib, san'at va badiiy faoliyat bolaning shaxsiyatini rivojlantirishga samarali ta'sir qiladi.

Kalit so'zlar: musiqiy ritmika, san'at, badiiy-ijodiy rivoj, boshlang'ich sinf o'quvchilari.

Аннотация: В статье рассматриваются возможности музыкальной ритмики, включающей музыку, драматизацию, пластику и танец, для художественно-творческого развития учащихся начальных классов. Младший школьный возраст (6-10 лет) является наиболее благоприятным для художественно-творческого развития, чтобы искусство и занятия художественной деятельностью оказывали свое плодотворное влияние на становление личности ребенка.

Ключевые слова: музыкальная ритмика, искусство, художественно-творческое развитие, младший школьный возраст.

At each age of human development, certain personal qualities develop intensively and are characterized by a specific sensitivity to a certain type of activity.

Young school age (6-10 years old) is sensitive in psychology (periods of being highly inclined to learn and develop a characteristic or ability in a certain period of time, receiving information about it quickly and easily), that is, the child is precisely artistic and creative. It is a favorable period for development, as well as for the artistic development of the child to have an effective influence on his formation as a person.

A.A. Melik-Pashayev ta'kidlaganidek: Bu yoshga nisbatan "Har bir bola - rassom" formulasini qo'llashimiz mumkin. Boshlang'ich sinf yoshidagi bolalar bilan olib boriladigan mashg'ulotlarda turli badiiy-ijodkorlik fanlarini o'qitishda ta'limning ijodga yo'naltirilgan dasturlarini muvaffaqiyatli va muammosiz ishlashi tasodif emas [1, c. 17].

A.A. As Melik-Pashayev noted: We can apply the formula "Every child is an artist" to this age. It is no coincidence that creative education programs works successfully and without problems in the teaching of various artistic and creative subjects in classes with children of primary school age [1, p. 17].

In addition to the sensitivity of age periods, the need to introduce lessons related to artistic activity into the educational work of primary school connected with two important factors:

- the complexity of the period of adaptation of children to school, especially for first graders;
- modern education has complex requirements;

Doctor of Psychological Sciences A.A. As Melik-Pashayev noted, first-graders who step into school for the first time feel as if they have entered a "different world". Artistic and aesthetic activities (musical, theatrical, pictorial, performances at festivals and concerts) are integral part of the life of most of the children who come from pre-school educational institutions. At school they are exposed to the world of abstract concepts, schemes, conventional signs of one kind or another, digital relations, and this rich emotional experience (emotional reaction to received impressions, clarity of perception of sounds, colors, shapes, richness of imagination) suddenly ceases to be of great importance in school life, becomes devalued. [3, 67b].

Today, the world education system sets as a priority to the formation of a person with high intellectual potential, who can quickly integrate into the world of modern high technologies and information, who can apply the acquired knowledge in practice, and who can achieve high results in various spheres of life and professional activity.

Therefore, an important task of general and professional education is to prepare a qualified person with intellectually developed, communicative, innovative ideas that allows for quick adaptation in society and competitiveness in the labor market.

The practice of conducting activities at school and observing children shows that, despite the fact that modern schoolchildren have a variety of information and communication tools, students at any age have a great desire to express themselves creatively and vividly.

A child's involvement in any kind of art helps him express himself and his attitude to the world around him. All types of artistic activity have a profound effect on a growing person. Therefore, we decided to focus on musical-rhythmic activity taking into account the following features:

- First of all, music has a strong emotional impact on the body of children and adolescents, and emotions are a regulator that regulates children's behavior and behavior. Music lessons can become not only a means of developing musical abilities (perception, memory, hearing, sense of rhythm), but also a means of educating emotions and artistic culture;

- secondly, rhythmic combines several types of art (music, dramatization, pantomime, plastic arts, dance) and is a type of activity with a general artistic integrity and a synthetic nature. In addition, rhythmic training is based on play activities that are fun for children. Therefore, including such games in the school day of elementary school students helps to prevent mental stress, exhaustion from intellectual activity in classes, and to raise mood.

The musical-rhythmic education system has a rich history of development. Its founder was the Swiss musician, composer and pedagogue Emile Jacques-Dalcroze (1865-1950), who said that it serves as a means of performing rhythmic movements appropriate to music and forming general musical abilities. E.J. Dalcroze taught music theory at the Geneva Conservatory for about eighteen years (1892-1910) and noted that many students had a poorly developed sense of rhythm. He developed a set of rhythmic exercises and called it "Solfeggio for the Body".

Dalcroze tried to develop in students the auditory-movement reaction, the ability to respond directly and adequately to music with movement. He emphasized the need to raise generations full of physical and mental strength. [5, 61 b].

Dalcroze represented a person as a unity of mental, spiritual and physical forces, and believed that if the body is trained by physical exercises, the soul is trained by music. Rhythm in music and art are closely related, because their common basis is movement. "Rhythm is the body of music, its core, so it helps to find the idea given by the composer. As a result of feeling the rhythm and passing it through yourself, you will understand the idea and meaning of music" [6, p. 1, 36 b].

Considering musical rhythms in the context of artistic education and development, researchers believe that musical-rhythmic activity in children of preschool and primary school age is one of the most optimal types of children's artistic activity in the development of creative qualities of a person and the formation of artistic-creative abilities. [7, 9 b].

The creative process is determined, on the one hand, by mastering various movements performed in accordance with the music, and on the other hand, by the performance of exercises, etudes, dance scenes, small shows in cooperation with the teacher and other children according to the wishes of the children. In the process of such activities, children's memory (especially visual, motor-plastic) improves. In addition, mental abilities such as analysis, synthesis, comparison, identification of

similarities and differences in the image of movement, which are used by children as a means of conveying creative ideas, are formed.

Musiqiy-ritmik ijod jarayonida bolalar tomonidan o'qituvchi bilan hamkorlikda, mashqlar, etyudlar, raqs saxnalari va katta bo'lmagan spektakllar uchun harakatlar kombinatsiyasini topish va ijro etish natijasida ushbu faoliyat turi uchun qobiliyatlarning (ritm hissi, harakat koordinatsiyasi, tasavvur) maxsus komponentlarini aktiv shakllanishi kabi sezgirlik, intellektual tashabbuskorlik, ijodiy faollik, ko'zlangan maqsadga erishishdagi qat'iyatlilik va chidamlik, o'rganilgan stereotiplarni o'zgartirish, g'oyan yetkazib berishning nostandart usullarini izlash kabi badiiy va ijodiy qobiliyatlar tarkibidagi umumiy komponentlarning shakllanishi ro'y beradi.

In the process of musical-rhythmic creation, children in cooperation with the teacher, as a result of finding and performing a combination of actions for exercises, etudes, dance scenes and small performances, sensitivity, such as the active formation of special components of abilities for this type of activity (a sense of rhythm, coordination of movements, imagination), general components of artistic and creative abilities are formed, such as intellectual initiative, creative activity, perseverance and endurance in achieving the intended goal, changing learned stereotypes, searching for non-standard ways of delivering ideas.

The practice of scientific research shows that music-rhythm classes in primary classes have great potential for the artistic and creative development of 6-10-year-old children according to their psychophysiological characteristics. In children of primary school age, movement is an important condition for the formation of perception, memory, thinking and emotional-volitional sphere. Therefore, musical-rhythmic activity based on the embodiment of musical images with motor-plastic movements is an excellent tool for the development of the sensorimotor field in children, and has a positive effect on the development of general components of artistic and creative abilities, such as emotional sensitivity, intellectual initiative, creative activity:

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