

FORM, METHODS AND MEANS OF FORMING CHILDREN'S MUSICAL ABILITY

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"Music and rhythm" center

The Center for Music and Rhythm is a very interesting center. In this, children can enter the characters they want, sing songs if they want, and play music on musical instruments if they want. This center can also be used as a corner. But using it as a center gives more positive results.

By observing and analyzing the educational processes organized in groups by preschool educational organizations, we came to the conclusion that the child's creative abilities develop in each development center. At the same time, we created a variant program "Innovative methods of creating creative achievements of preschool children" as a practical help and additional resource for educators.

The body of creative works of educators who support the creation of this and riative program, the means of helping to create modern pedagogical technologies are more developed, the study of innovations, the production of constant cleaning is in residence. Also, specific active items and their upbringing helped the wounded to form skills of appearance on the active front.

Psychologists have proven that personal identity, curiosity and motivation are the most important factors in the development of creativity of young children. After that, children's imaginations, interests, approaches according to the type of educational tasks (if a child with an interest in music is active in music lessons, a child with a talent for visual arts willingly participates in educational activities in the same direction, or a child who is never bored in math lessons shows his ability to calculate, Children who listen carefully to a fairy tale or a poem and express new ideas accordingly are in the direction of literature, while children who perform drama with a dramatic image in the center of role-playing games show their acting and performance skills in preschool age) the child's creative ability is determined and developed. In this process, the educator should be observant and attentive, and approach each child individually.

The following tasks of the game can be distinguished:

teacher - development of memory, attention, perception and other general educational skills and abilities;

recreation - creating an optimal atmosphere in training, training and other forms of interaction between children and adults from a boring event

make it an interesting adventure;

communicative - bringing children and adults together, establishing emotional (emotional) communication between them, developing communication skills;

relaxation - elimination of the child's emotional (physical) stress caused by the load on the child's nervous system during intensive study and work;

mental-technical - preparation of one's mental and physical condition for increasingly effective activity, reconstruction of the psyche for rapid mastery;

self-expression - the child's desire to realize his creative abilities during the game, to fully express his potential;

compensator - creating conditions to satisfy the child's personal aspirations that cannot be fulfilled (or are fulfilled with great difficulty) in real life.

In the pedagogical process, the game can be combined with other types of activities, they can mutually enrich each other. For example, combining work with play in childhood has a positive effect. In addition, didactic games, which are widely used in pedagogy, can sufficiently enrich the educational process.

The relevance of the use of game technologies in preschool educational organizations is that nowadays in the scientific literature more and more attention is paid to the use of innovative technologies in order to increase the effectiveness of the educational process and nurture the creativity of students, but not all practitioners can use it correctly in the educational process. The study of children's development shows that mental and creative processes develop more effectively in the game than in other types of activities, therefore, relying on the game helps children to engage in educational activities.

engaging and creative and inventive
is the most important way of forming abilities.

The concept of "game pedagogical technologies" includes a very wide group of methods and methods of organizing the pedagogical process in the form of various pedagogical games. That is, it is important to achieve a clearly defined educational goal and a corresponding pedagogical result, which in turn are justified and described. In groups in MTT, the form and technique of the game are selected according to educational requirements and situations. Such an approach encourages the creativity of students to increase and the results of educational activities to be effective. The implementation of game techniques and situations in educational activities is carried out in the following main directions:

A didactic goal for children is given in the form of a game task.

The educational goal is subject to the rules of the game.

In the game, children freely absorb new information and show their creativity.

It is worth noting that the child has a great opportunity in the play process at the preschool age. In contrast to other activities, they objectively accept rules such as being independent during the game, communicating with their peers at their own will, choosing toys and using various tools, overcoming certain difficulties logically connected with the playground, willingly following its rules, and taking a direct creative approach.

It is not for nothing that game activity is recognized as the center of goals aimed at the activation and modernization of the educational process. The reason is that individualized education and the freedoms given to children are not just to pass the time of the students aimlessly, but rather to give them the materials of the educational programs through didactic games free from pressure and strong control and to cultivate creativity. In this case, it is of great importance that the pedagogue of the preschool educational organization correctly understands the functions and classification of games, and uses technologies in the process in an optimal way.

Children of preschool age are characterized by brightness and quickness of perception, ease of access to images. Children are easily attracted to any activity, especially play. At this point, it is appropriate to consider the importance of games used in the educational process.

According to the essence of the pedagogical process, the following game groups are distinguished:

- a) educational and summarizing;
- b) cognitive, educational, developmental;
- c) communicative, creative;
- d) diagnostic, logical, etc.

In the course of our study of the preschool education system of foreign countries, we witnessed that a large place was allocated to the development of creative abilities of preschool children. In particular, the methods related to the theory of early child development of the great Italian pedagogue Maria Montessori, who tested the early development and upbringing of children in practice, are relevant all over the world. Adhering to his ideas and principles, M. The basis of the Montessori pedagogical system is the free expression of children in activities as they wish. The essence of the method developed by Montessori is to encourage the child to self-educate, self-education, and self-development.

The teacher's task is to organize help for children in organizing their activities, following their own unique path, and being able to show their nature. The entire system of Montessori was built in such a way that at each stage of its development, the child received information at the highest level through movement and felt joy and satisfaction from it. Montessori - the environment surrounding the child is filled with an ever-expanding musical environment, his environment such as visual arts, dance,

foreign language, in organic unity, helps the further general development of children. Montessori knew that it is important not to force and gradually in music education. Small children should be offered the simplest musical devices. This is the only way to achieve success in musical education. According to Montessori, combining physical and musical education in children helps them develop a sense of rhythm and balance in movements, allows the child not only to sharpen his physical development, but also to prepare himself for a deeper study of music, to reveal his creative abilities. The inventor of early development of a child in the process of music education was S. Suzuki, who followed Montessori's idea that "the earlier, the better" and worked on the approach of teaching music to human speech. According to the Japanese pedagogue, a child should be familiar with music from birth, so it should be "wrapped" in the music that is resonating. South Korea ranks among the highest in the world in preschool education. Koreans pay special attention to children's physical health and fitness, as well as mastery of music lessons. Starting from kindergarten, children are taught the idea of understanding the world through music. They believe that the importance of music education is high in order to help the child in every way, to have a figurative-emotional perception of the environment and to influence the formation of the child's character. For this reason, South Korea has special programs for receiving, feeling and understanding music, as well as training artistic and creative abilities.

Listening to cheerful tunes and songs, clapping, and accompanying children's musical instruments during music classes in preschool educational organizations of Uzbekistan increases their passion for music even more. Because children of this age do not yet have full attention, they tend to be more active and play. The development of musical abilities in a child during music lessons should always be the focus of the educator, music director, and should be carried out with the help of various methods and tools, including musical-didactic manuals and games.

Musical-didactic games are an important means of developing musical abilities of preschool children. Music and movement help the child's physical and concentration skills. The purpose of holding such games is to form and develop children's musical abilities in a playful form convenient for them - by means of musical didactic manuals and games. All types of musical activities are used in the games: singing, listening, playing music, moving to the accompaniment of music, and so on. During the game, children should be encouraged to independent activities (games) outside of music lessons. Among the tasks solved by musical-didactic games, the following can be included:

- to acquaint children with musical culture, to expand their scope of musical thinking;

- development of musical-sensory abilities, activation of children's auditory perception;

formation of knowledge and ideas about musical expressiveness and properties of musical sound (such as pitch, timbre, duration), skills to distinguish them in the proposed musical works;

to arouse interest in independent musical (playing, performance, research) activities.

The role of musical-educational games in increasing the feeling of love for music in the hearts of children is incomparable. By showing and playing various musical instruments, the teacher introduces the sound, structure and types of musical instruments. Through games such as "Find the sound", "What am I playing", "How is the bell ringing", the educator teaches children to distinguish the sound characteristics of voices and musical instruments. Through national games such as "Tapur-tupur kairagoch", "I threw a stone at the roof", "Play", "Sanamalar", "Fists and palms", "Yomgyr" children are encouraged to move to the rhythm of music, perform playful songs, clap and mime. are taught to perform correctly.

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