

MUSIQIY TERAPIYA KICHIK YOSHDAGI GURUH BOLALARI
UCHUN MAKTABGACHA TA'LIM TASHKILOTIGA
MOSHLASHISH VOSITASI SIFATIDA

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Abstract: The article discusses the topic of psychological and pedagogical support for children in preparation and adaptation to Preschool education organization with the help of music therapy. Stages of music therapy and their tasks are mentioned.

Key words: Music therapy, young children, preschool education organization, adaptation, pedagogical and psychological support, education.

Most of the children spend their early childhood in the family, where the child is raised, cared for, and met by their parents. All this helps to fully develop the child's psychophysical qualities. But such children will not have the experience of constant communication with their peers, which will affect the children's adaptation to the preschool education organization in the future and make it difficult for them to communicate with teachers and peers. Many children who are not prepared for preschool education take the separation from the family hard, which can cause them fear and anxiety. Therefore, in order to facilitate the process of children's adaptation, some preschool educational organizations have organized children's socialization groups, in which young children participate with their parents. The main task of this group is to provide psychological and pedagogical support in preparing and adapting children to the organization. It is an important task to enrich the interaction of parents with their children, the opportunity to observe his communication with adults and peers, and the process of adaptation that helps the child enter the new conditions of the kindergarten.

The basis of the education of young children is primarily the development of certain skills and abilities necessary for mastering life experience, such as imitation, repetition, watching and listening, comparing, differentiating, summarizing, which will be necessary in the future. . [1, p. 7].

One of the important activities in this group is the music lesson. Introducing the child to music allows to develop his musical ability and early musical and aesthetic development of the child. Music expresses feelings and moods that a child can perceive from a young age. Images transmitted in musical works allow the child to get acquainted with the image of the surrounding world.

Thus, musical activity has a significant, positive effect on the child's

development. If the efforts of teachers and parents are combined, the adaptation process of the child can be facilitated. It is very important for parents to participate in all kinds of activities with their children, because parents are role models for their children. Musical education of preschool children is the development of musical abilities of children through various types of musical activities. But it is difficult for young children to learn musical activities due to their psycho-physical development. That's why music therapy sessions were developed while studying various forms and technologies of working with young children.

Development process of music therapy V. Lyustritskiy, I. Tarkhanov, V.M. It is connected with the names of scientists such as Bekhterev. Thus, in the process of adapting young children to the preschool educational organization, music therapy can be a method of emotional impact on the child, a method of communication, and a method of musical development of children.

Music therapy sessions with children are conducted in several stages. As a rule, quiet music is played first, children and their parents are given the opportunity to play together, explore the music room and get to know the people around them. The main task at this stage is to create a comfortable environment for the lesson and prepare children for further actions. The second stage of music therapy is the most emotional and active activity. At this stage of the lesson, we listen to several short pieces of music, as a rule, these are contrasting melodies, which are built on the basis of gradual changes in tempo, mood, dynamics (for example: the first dynamic piece, the second is quieter, at an average tempo), they are accompanied by joint performance activities of parents and children. Musical activities include musical movements, singing, playing musical instruments, and the most important type of activity is free improvisation. The emotionality of the training depends on the variety of works, exercises, the general tone of the training, intonation and the ability of the music director to organize the training.

Taking into account the child's rapid fatigue and age, it is effective to use different tones of voice (high, low, soft, hard). It is also necessary to alternate activities. A successful environment is created for children during the lesson.

The third stage of the lesson is the final stage. At this stage, children are recommended cheerful works that give positive emotions and a sense of joy. At this stage, children are given complete freedom of movement, they can independently play with toys, improvise using various attributes, perform on ordinary children's musical instruments (rattles, drums, bells, etc.). In addition to music therapy classes, music accompanies them in kindergarten and other activities.

In conclusion, music therapy allows to activate the child, to overcome unfavorable conditions and relationships, and to improve the emotional state. Experience shows that the use of music therapy helps to create a positive emotional background. It develops activity, intuition, perception, speech function, and all this

relieves the child's anxiety and worry.

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