



MUSIQA MASHG'ULOTLARIDA JISMONIY HARAKATLARDAN FOYDALANISH VAZIFALARI

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Annotatsiya. Mazkur maqolada maktabgacha ta'lim tashkilotlarida musiqa mashg'ulotlarining bir necha ko'nikmalar va fan sohalari bilan, shuningdek, jismoniy tarbiya mashqlari bilan uyg'unligi hamda o'quvchi-yoshlarning ham ma'nan, ham jismonan kamolotiga ijobiy ta'sir ko'rsatishi tahlil etilgan.

Kalit so'zlar: ma'naviy-ahloqiy tarbiya, jismoniy mashqlar, harakatli o'yinlar, ritmik harakatlar, o'yin qo'shiqlari, estetik qadiryatlar.

FUNCTIONS OF USING PHYSICAL ACTIVITY IN MUSIC TRAINING

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Annotation. This article analyzes the combination of music training in preschool educational organizations with several skills and fields of science, as well as physical education exercises, and has a positive effect on the maturation of students-youth, both spiritually and physically.

Keywords: spiritual and moral education, physical exercises, action games, rhythmic movements, game songs, aesthetic imprints.

ЗАДАЧИ ПО ИСПОЛЬЗОВАНИЮ ФИЗИЧЕСКИХ ДВИЖЕНИЙ В ЗАНЯТИЯХ МУЗЫКОЙ

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Аннотация. В данной статье анализируется сочетание занятий музыкой в дошкольных образовательных организациях с несколькими навыками и предметными областями, а также с физкультурными упражнениями, а также положительное влияние на духовное и физическое развитие учащихся.

Ключевые слова: духовно-нравственное воспитание, упражнения, подвижные игры, ритмические движения, игровые песни, эстетические ценности.

Yosh avlodni ma'nan sog'lom, jismonan baquvvat bo'lib voyaga yetishida musiqa mashg'ulotlarining o'rni va ahamiyati beqiyos. Bugungi kunda musiqa darslarini jismoniy harakatlar uyg'unligida tashkil etishning o'ziga hos uslubarini ishlab chiqishni davr taqozo etmoqda. Bu esa musiqa darslarini yanada mazmunli bo'lishida uning sifat va samaradorligini oshirishda muhim omil bo'lib hisobanadi.

Maktabgacha ta'lim tashkilotlarida olib boriladigan musiqiy mashg'ulotlari o'quv predmetiga tashkiliy uslubiy tuzilishi, mazmuni va mohiyatiga ko'ra o'zida bir necha fanlar mushtarakligini mujassamlashtiradi. Hususan, ona-tili va adabiyot, tarix, jismoniy tarbiya, tasviriy san'at bilan bevosita bogliq bo'lgan musiqa nazariyasi va metodikasi, musiqa tarixi, dirijiorlik, vokal, cholg'u ijrochiligi, solfedjio kabi fanlar aloqadorligi imkoniyatlaridan o'z o'rnida o'rinli foydalanish orqali dars samaradorligi va to'laqonliligiga erishish mumkin.

"Musiqaga mos ritmik va raqs harakatlarini bajarish" faoliyati jismoniy va musiqali raqs harakatlari uyg'unligida amalga oshiriladi. Ushbu faoliyat asosan, darsni qiziqarli o'tishi o'quvchilarni diqqatini, ruhan tetikligini, ijodiy faolligini rivojlantirish maqsadida qo'llaniladi. Bu esa o'z navbatida musiqa o'qituvchisidan ham ijodiy izlanuvchanlikni, raqs va jismoniy madaniyatga oid ritmik harakatlardan yaxshi tayyorgarlikka ega bo'lishlikni talab qiladi. Dars jarayonida musiqali-ritmik harakatlarni bajarish davomida bolalarning har-xil harakterdagi asarlarni idrok etish, asar dinamikasiga, registrlarga mos harakat qilish, temp o'zgarishlarini ilg'ash, kuchli-kuchsiz hissalarini aniqlash, asar ritmiga mos chapak chalish, qadam tashlash, harakatlarini ikki, uch qismli shaklga va musiqa frazalariga muvofiq o'zgartirish kabi malaka va ko'nikmalari rivojlantirib boriladi. Raqs harakatlarini



bajarish davomida qo'l, oyoq, gavda, bosh, yuz a'zolarini egiluvchanligi, chaqqonligi, tekis va chiroyli bo'lishi bevosita jismoniy harakatlar, mashqlar uyg'unligini talab qiladi. Qo'shiqlar kuylashda unung mazmuniiga mos raqs-o'yin harakatlari asaming badiiy-estetik ta'sirchanlik kuchini oshiradi.

Xalqimizning boy musiqa me'rosida juda ko'plab qo'shiqlar, ayniqsa bolalar folklor qo'shiqlari o'zining ijrochilik an'alariga ko'ra o'ziga xos raqs va o'yin harakatlari uyg'unligida ijro etib kelingan. Boshlang'ich sinf musiqa darslarida, ommaviy-madaniy tadbirlarga tayyorgarlik ko'rish, badiiy havaskorlik to'garaklari mashg'ulotlarida bunday qo'shiqlarni o'rganish va kuylashda ularni an'anaviy ijrochilik uslubiga tayanib ish tutish yoki uning yangicha variantlarini yaratish o'quvchilarni xalq qo'shiqlariga, ularni o'rganishga bo'lgan qiziqishlarini kuchaytirishga samarali ta'sir etadi, qo'shiqlarni tez, oson o'rganishlariga, xotiralarida mustahkam o'mashib qolishiga zamin yaratadi.

O'yin-qo'shiqlar xalqimizning o'ziga xos xayot faoliyati davomida, yoshlik davrining muayyan bosqichlariga mos ravishda kichkintoylar olami bilan kattalar dunyosining uyg'unlashuvi ostida shakllanib kelgan. O'z navbatida o'quvchi yoshlarni xalqimizni o'ziga xos o'tmish madaniyati, an'analari, urf-odatlar, mehnat bayramlari bilan yaqindan tanishib borishlariga, shu bilan birga jismoniy sog'lom, chaqqon, serxarakat, ziyrak va maqsadga intiluvchan tashabbuskor, barkamol shaxs bolib etishishlariga katta imkoniyat ochib beradi. Bolalar o'yin qo'shiqlari she'riy matn, musiqiy ohangga hamda jismoniy harakatlarni bajarishga moslashgan bo'lib, har bir qo'shiq o'yin tarzida biror maqsadni ko'zlagan holda ijro etiladi. O'quvchilar bunday qo'shiqlarni kuylash va harakatli o'yinlarni bajarish davomida qo'yilgan maqsadga erishish o'yinda g'olib bo'lish bilan yakunlanadi. Takroriy va izchil suratda yo'lga qo'yilgan bunday mashg'ulotlar bolalarni ham ma'naviy, ruhiy, ham jismoniy takomiliga ijobiy ta'sir etadi. Bolalar o'yin-qo'shiqlaridagi eng muhim xususiyatlar har bir raqs, o'yin, ohang, aytishuvlar, musobaqa, bellashuv bilan bog'liq ijtimoiy- tarixiy, tarbiyaviy ahamiyatga ega bo'lgan harakatlar yig'indisidan iboratligida ko'rinadi.

Bolalarning eng ko'p ommalashgan "Oq terakmi, ko'k terak" qo'shig'ini olib ko'raylik, ushbu o'yin-qo'shiq boalarda kuchlilik, chaqqonlik, g'olibikka intilish kabi hislatlarni rivojlanishiga kuchli ta'sir ko'rsatadi. Ushbu qo'shiqni ijro etish xolati quydagicha:



-bolalar teng ikki guruhga bo'linishib, ma'lum masofada qo'l ushlab turadilar. O'yin shartiga ko'ra bir tomon "Oq terakmi, ko'k terak, bizdan sizga kim kerak?" - deb kuylashadi. Qarshi tomondagilar esa boshlovchi guruhdan bir bolani kerakligini aytishadi. Ismi tilga olingan bola yugurib, qarshi guruhdagi bolalar zanjimi (bolalar qo'llarini mahkam bog'lab turishadi) yorib o'tishga harakat qiladi. Yorib o'tgan g'olib sifatida bir bolani o'z guruhiga yetaklab ketadi. O'yin shu tarzda bir guruh yutguncha (bir guruhda bir bola qolgunicha) davom etadi.

-kim oladi-ya, shuginani-ya, qo'shig'i. Bu o'yin qo'shiqni ijro etishda bolalar davra qurib, chapak jo'rligida "Kim oladiya, shuginaniya" deya jo'r bo'lib kuylashadi. O'rta do'ppi yoki biror yumshoq buyum qo'yiladiki, o'yin qoidasiga ko'ra talabgor shu buyumni tizzalarini bukmasdan egilib, tishida ko'tarib olishi kerak bo'ladi. Talabgor bola o'z navbatida "Men olamano, shuginani-ya" satrlarini kuylash va chiroyli raqs harakatalari bilan o'yin shartini bajarishga kirishadi. Bu o'yinda har bir bola o'zining chaqqonligi, raqsga tushishi mahorati bilan birga jismoniy jihatdan nimalarga qodir ekanligini ko'rsatishga harakat qiladi. Bunday qo'shiqlar sirasiga "Choriy-chanbar", "Chillak", "Quyoni", "Lanka", "Ayajon", Xorazmcha "Oq sholi, Ko'k sholi" kabilarni kiritish mumkin.

Ko'rinadiki, musiqa darslarini musiqali va jismoniy harakatli o'yinlar orqali tashkil etishning keng imkoniyatlari mavjud. Ulardan musiqiy harakatli o'yinlar, qo'shiqlar ijro etishda unumli foydalanish, raqs va o'yin harakatlarini yangi-yangi variantlarini yaratish, musiqiy ta'lim sifati hamda samaradorligini ta'minlaydi, o'quvchi-yoshlarning ham ma'nan, ham jismonan, ham estetik kamolotiga ijobiy ta'sir etadi.

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