

**THEORETICAL AND PRACTICAL PRINCIPLES OF EFFECTIVE
ORGANISATION OF MUSIC LESSONS IN PRESCHOOL EDUCATIONAL
ORGANIZATIONS**

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Abstract. This article talks about the importance of organizing music classes in preschool educational organizations, the role of music classes in the development of children's personalities, and the theoretical and practical foundations of effective organization of music classes.

Key words: music education, education, music perception, ability, aesthetic taste, rhythmic movements, preschool educational organizations, music training.

Music is one of the most important subjects in personal education. Future music teachers are considered to be the holders of professions that help young people develop high spiritual qualities, educate them in the spirit of love and devotion to the country, and teach them to love beauty and to create it. Teaching music literacy to children starts at kindergarten age. Music helps to form a child's emotions and to form high qualities in him. According to the Decree of the President of the Republic of Uzbekistan dated September 30, 2017 No. PF-5198, "On measures to fundamentally improve the management of the preschool education system, the field of preschool education is continuous education. Being considered the primary link of the nervous system, it is extremely important in raising a healthy and well-rounded child and preparing him for school.

Preschool education plays an important role in the continuing education system. Currently, preschool educational organizations are playing an important role as the first stage of continuous education. Therefore, the importance of separate teaching for each subject is increasing. The main task of every activity in preschool education organizations is to teach children to think. Special attention is paid to preschool education organizations in the educational system of Uzbekistan. Article 8 of the Law on Education is devoted to pre-school education and upbringing. "Preschool education and upbringing is a type of education aimed at teaching and

educating children, developing them intellectually, morally, ethically, aesthetically, and physically, as well as preparing children for general secondary education"

The procedure for organizing pre-school education and training is determined by the law "On Pre-school Education and Training." The tasks of organizing music lessons in preschool educational organizations are as follows: instilling love and interest in music in preschool children and teaching students to love music. development of perception of music, listening ability, aesthetic taste, and general culture in preschool children. development of musical ability, formation of musical taste, and development of artistic creativity in children of preschool age. to educate the perception of musical works. formation of musical ability, emotional attitude towards music, ability to listen to music, sense of rhythm. formation of basic performance skills in children's music and singing, rhythmic, and playing children's musical instruments activities. to develop general musical ability, individual skills, singing voice, and expressiveness of movements.

"During music classes, the child perceives life and surroundings through musical images. In kindergarten, musical education works are carried out in an organic connection with fiction and the visual arts. Each music lesson conducted using different methods arouses artistic and aesthetic pleasure in children, shapes their feelings, and develops creative thinking and speech. In addition, musical games and dances help children develop a sense of rhythm, agility, and mobility skills and help them grow properly. This is important for the spiritual, mental, and physical development of the child.

In preschool educational organizations, music classes are conducted on the basis of the following schedule: In small groups, 15-20; in medium groups, 20-25; in large groups, 25-30; it is conducted in preparation groups for 30-35 minutes. The content of these activities and musical works taught to children should directly correspond to their age and psychological state.

Music lessons in small groups should be organized taking into account the fact that children of this age group are not fully developed psychologically; speech, memory, and listening skills have not been formed. At this age, children are more and more interested in the things around them. Loud, cheerful songs and games attract their attention. The music director sings the song softly and vividly, then tells a short story with the help of pictures and toys. It reveals the meaning of the song through questions and answers. At first, children could not sing the song. They just sing repetitive sentences. Children begin to develop vocal skills such as singing position, pronunciation, sound production, and proper breathing. Children try to show

the music director's singing and musical movements. Gradually, serious changes begin to take place in his relationship with his surroundings. The tasks envisaged for conducting music lessons in this group are as follows:

- strengthening children's health;
- developing small fingers' muscle developing the ability to walk together in a team;
- continuing sensory education (sight, hearing, feeling, perception);
- forming positive habits in children; training to be able to respond emotionally to music;
- arousing enthusiasm for listening to various musical instruments, small songs, and melodies on magnetic tape;
- teaching children to listen attentively to fairy tales, stories, and poems; encourage people to look at toys and pictures with interest;
- helping children to learn the main types of movement to music: walking, running, and jumping;
- performing actions in accordance with the melody and rhythm of music; and - developing musical abilities.

At the age of three, a child begins to show a unique feature of music perception. He knows that he can listen to music, sing, and dance, and he acts accordingly. Children are affected differently by soft, lively, and cheerful tunes. During this period, it is recommended to give the child figurative works: an aeroplane, birds, a bear, a rabbit, etc. Children's ability to distinguish melodies and tones is formed in musical-didactic games and activities. First, children begin to pronounce the words in the refrain. Children first develop a short singing intonation, and at the age of four, a long singing intonation appears. In music lessons, musical and rhythmic movements are taught in accordance with the melody of the music. Musical and rhythmic movement skills are enriched mainly by acquiring the skills of walking, running, and jumping. It is very important to show the image in the song while listening to music. The words of the music director play an important role in this. He briefly explains the meaning of the song. Before explaining, children focus on the image in the song. The song can be performed expressively, using appropriate toys and performing various actions.

In the middle group, children's interest in the environment increases even more. At this age, there are big changes in the development of speech; children's vocabulary increases; they can think about the environment, the tunes they are learning, and the characters in the work. Four-year-old children are emotionally affected by music. They are able to distinguish between bright moods and silences in music. They learn familiar songs and tunes and say their names. In

addition, they adapt well to the voice of the music director and start to sing. The purpose and intended tasks of conducting music lessons in middle groups are as follows:

- arousing interest in musical works of different moods;
- feeling the changes in music when it plays;
- distinguishing between high and low sounds; expression of movement suitable for walking;
- training the ability and skills to distinguish familiar songs and tunes by listening;
- development of unity of music and movement in learning dance and figurative movements.

Four-year-old children show the first buds of musical creativity. They enjoy their creative achievements and learn to think independently. They perform live dance tunes. At this age, there is an interest in knowing the meaning and character of music. Musical works remain in the memory of children for a long time; they try to convey their impressions. They perform musical movements to the songs. They are able to actively participate in music lessons and perform the assigned tasks more accurately than in a small group.

Children in the big group have more developed singing and perceptive activities than children in the middle group. Children of this age correctly distinguish the rhythm of musical sounds. Along with moral sense, aesthetic sense also develops in children. They perform songs, pictures, fairy tales, stories and poems expressively. The goals and objectives of large group music lessons are as follows:

- improving children's speech, teaching them to pronounce words accurately;
- to develop children's artistic perception when familiarizing with musical works;
- to be emotionally affected by musical works, to arouse interest in them;
- development of skills to identify the means of expression of the content of the work;
- to teach to sing the words of the song in a natural voice, without effort, with correct pronunciation;
- formation of basic performance skills;
- performing rhythmic movements under different mood music, improvising game and dance movements.

In the preparatory group, children understand the essence of the tasks assigned by the educators and independently carry out the instructions. The ability to control one's

behaviour affects the child's attention, memory, and thinking. Children develop an active interest in and emotional sensitivity to different types of music, develop musical perception, and learn to recognize which song it is from the introduction or general melody. By enriching

musical impressions, the ability to distinguish the pitch, rhythm, timbre, and dynamics of musical sounds develops, and they gain an understanding of various forms and genres. The movements of seven-year-old children are somewhat clear and coordinated. Qualities such as strength, speed, endurance, and agility increase. The desire for personal communication and trusting relationships increased with adults. In the preparatory group for school, children perform various activities, and in the course of training, they acquire clearly generalized knowledge and skills. Hearing improves. The ability to listen to poetry is formed, emotional interest in music increases, and the ability to listen to music and feel the rhythm of music is strengthened. At the age of 6–7, children sing while understanding the melody. The purpose and intended tasks of conducting music lessons in this group are as follows:

- teaching to distinguish musical genres, to understand the meaning of music;
- teaching to distinguish the introduction, beginning, end, refrain, tempo, and dynamics of music;
- teaching children to sing the song in a natural, light, sonorous, pleasant voice, to pronounce the words of the song clearly and fluently, to learn to start and end the song evenly;
- teaching children to perform actions such as walking in a solemn, festive rhythm with intensity and small steps, in accordance with the character of the music;
- increasing children's interest in the melody played on instruments, to teach the simplest ways of playing various instruments.

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