

Methods of Music Teaching in Preschool Educational Organizations

Muminova Gulasal Bakhodirovna
Teacher of Kokand State Pedagogical Institute

Abstract. *This article describes the content, practical application and importance of musical teaching methods in preschool educational organizations.*

Keywords: *preschool education, musical education, methods, type of activity, game, work methods, pedagogy, child.*

The methods of musical education in pre-school educational organizations mean the working methods used by the music director in acquiring musical knowledge, skills and qualifications of children in preschool educational organizations, developing their creative abilities and forming their worldview. The implementation of musical education tasks depends on the efficient use of methods used in musical activities. In the researches of our mature scientists, they described on a scientific basis the need to solve the personality of preschool children and their requirements, their attitude in the process of using some methods. Musical education methods are a set of methods that encourage the research of the relationship between the pedagogue and the child and the child in the process of clarifying and strengthening the content and subject of practical and creative musical activities.

Musical education methods are divided into the following types depending on the purpose of musical activity:

1. The method of musical generalization of the type of activity. The method of musical generalization of the type of activity is one of the leading methods, aimed at developing children's ability to perceive music and artistic thinking, and the following types of work are carried out:

A) the pedagogue creates a concrete task that must be solved in the activity;

B) the pedagogue and the child solve the problem together.

B) sung by children.

2. "Running" in advance in the type of activity, connecting and returning to the previously passed. "Running ahead" is used to test a child's readiness to learn new material by using previously learned material and building on prior knowledge.

3. Method of emotional dramaturgy of activity content. Emotional integrity of the activity type is achieved by the method of emotional dramaturgy. Works are selected based on the theme. The selected topics are also appropriate, depending on the beginning and ending. The pedagogue should make the activity interesting with performance skills and mastery of words, and should actively interest the children in the activity and reach the emotional climax of the activity. The music director is required to hold concerts, artistic evenings, and meetings in addition to musical activities in the preschool educational organization.

4. Pedagogical monitoring of the activity and method of evaluating the child's education. Pedagogical observation of the type of activity and assessment of learning includes several types depending on the purpose:

- A. The type of child that organizes and implements cognitive activity.
- B. Set requirements for encouraging and reprimanding knowledge activities.
- C. Performance management and control.

In preschool educational organizations msummer educationnigit is necessary to use such methods that the child's mood does not fall during the activity, his interest in singing increases, stimulation does not go beyond the norm, reprimands are given, active children are shown as examples to other children, they are polite , must serve them to be intelligent.

In preschool educational organizations mIt is advisable to use the following types of summer training methods:

1. Oral methods of musical education. A special demand is placed on the word skills of the music director in music education. With his artistic introduction to the work, the teacher introduces the child to the wonderful and magical world of music, and by means of an interesting story or conversation, attracts children's attention and achieves an artistic perception of music.

The story is a lively, emotionally vivid description of the musical work of the pedagogue. The story is short, figurative, lively, interesting, and its purpose should be to teach the child to perceive the work artistically.

Sukhbat is an activity in the form of a dialog between the teacher and the children, encouraging the child to think independently. Ulami develops speech, strengthens intellectual activity, activates cognitive abilities and expands worldview.

Explanation - as a method of scientific proof, it is mainly used in the activity of music literacy.

2. Demonstration methods of musical education. It is known that musical movements are an art consisting of melody and melodic sounds. It can only be heard and perceived through the auditory organs. Musical education involves the use of visual posters, pictures, dance movements, children's musical instruments, live and accurate music performance, and technical means. Live playing of music by the teacher serves as the main exhibition in musical education.

3. Practical methods of musical education. Practical methods are used in pre-school educational organizations to show children moving their hands and feet in accordance with the song.

4. Game methods. The game method is one of the methods that gives more positive results in preschool education and provides children with a tendency to activity and play. Musical games used in the preschool education system increase children's musical education, develop musical ability, strengthen memory and arouse interest in music lessons.

Play is a leading activity in preschool age. Learning through play is one of the approaches to children's learning and development. Play is a natural way to encourage a child to learn about himself and the world around him. The game develops the child's personality, cognitive, social-emotional, creative and physical aspects. In the game, children's interaction with their peers and the teacher helps to develop speech and social skills, and their motor skills improve.

Play creates opportunities for cooperative learning with other children, allowing them to take risks, make mistakes, and overcome challenges. And, most importantly, play makes learning fun, develops children's imagination and creativity. The game can be different - completely free on the initiative of the child or a group of children, with minimal or complete participation of the pedagogue - organized by the pedagogue and carried out with the help of his instructions. Along with understanding and recognizing the importance of free play, it is also necessary to recognize the crucial role of the pedagogue in organized play.

The educational process should provide the opportunity to play, and the developmental environment should contribute to the opportunity to play [1].

5 Comparison methods. In musical education, the pedagogue uses the analysis of the musical work

and the definition of genres when comparing the performances of the children with the gramophone. For example, the pedagogue uses dance, march, genres to determine the tempo, differences in performances on different musical instruments.

6. The method of working with paints, etc., with children who have no musical studies, etc. During the activity, children who have no music studies are divided into differential groups, or after the activity, work is carried out individually. Differential group means that children are divided into three groups based on musical ability, learning and voice.

Group 1 includes children with sonorous voices and good musical abilities.

Group 2 includes children with average voice and musical ability, that is, they follow the teacher's voice, rely on the sound of the instrument, and sing following the voice of their friends.

The 3rd group includes children whose voice is not very good and whose musical ability is empty.

During the musical activity, these children are held in the following order:

1. in the first line, those who sing the pedagogue relying on their voice;
2. in the second row, children who have no musical education and do not have good musical skills;
3. Talented and sonorous children are transferred to the third row. In this case, the students in the second row try to sing beautifully, following the voices of the people around them. With this method, it is possible to raise children's musical education. Some of the children who have no musical education are taught individually, in agreement with their parents, tasks are given, their voices are tuned, and songs are taught. In this way, all children's interest in music, singing, passion for listening to music, ability is formed, musical education is uniform, and singing skills are formed.

In short, mUsika is an art form that occupies a wide place in our cultural life and is of great importance in the development of human personality. Music education is one of the main and complex aspects of the education of sophistication, it teaches to correctly perceive and appreciate the beautiful things around. Music equips a person with high taste and forms a spiritual outlook. Music has the ability to strongly influence human emotions and is an important means of introducing children to the world of sophistication and ideological and moral education. Therefore, education of music culture, which is a component of human spirituality, remains the main goal of music education in preschool children.

List of used literature

1. State curriculum for preschool educational organizations of the Republic of Uzbekistan /Improved second edition/ Tashkent-2022. Page 20
2. The Law of the Republic of Uzbekistan "On Preschool Education and Training". T-2019
3. Decision of the President of the Republic of Uzbekistan dated December 29, 2016 No. PK-2707 "On measures to further improve the preschool education system in 2017-2021"
4. Vetlugina NA "Metodika muzykalnogo vospitaniya v detskom sadu" Moscow. 1982.
5. Kodirova D. "Aesthetic features of Uzbek national music" T-2010
6. Soipova D. "Music teaching theory and methodology" T-2009