

PERCEPTION OF THE CHILD IN THE FIELD OF LISTENING TO MUSIC IN A
PRESCHOOL EDUCATIONAL INSTITUTION

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Annotation: *Any conversation about music makes sense only when music sounds along with it. Music participates in the conversation, tells about the world, nature, man through the language of sounds and intonations. The child's knowledge of this peculiar language begins from the moment when the first interest in musical sound, music-making appears, when there is a desire to talk about the means of musical expression.*

Keywords: *music, musical culture, thinking, child, music director, hearing process, perception, artistic activity, musical and rhythmic movements, auditory attention, vocabulary, festive matinees, analysis of musical works, means of musical expression, kindergarten*

Introduction

Listening to music is one of the most developing and at the same time difficult types of musical activity for children. In it, children acquire the largest, in comparison with its other types, the volume of musical impressions. They learn to listen and hear music, experience and analyze it. In the process of listening, musical perception develops - thinking.

Elementary ideas about the language of musical art are formed primarily in various types of children's musical activities (perception, performance, creativity) in the classroom. In addition, at musical holidays and evenings, a special atmosphere is created for the amazing unity of children and adults, trust in each other, goodwill, which contributes to the successful entry of the child into the world of music.

In preschool childhood, a child receives many musical impressions not so much from the music itself, but from the emotional reaction of loved ones - mother, father, grandmother, grandfather and others. "A man became a man," wrote V. Sukhomlinsky, "when he heard the whisper of leaves and the song of a grasshopper, the murmur of a spring stream and the ringing of silver bells, a lark in the bottomless summer sky, the rustle of snowflakes, the gentle splash of a wave and the solemn silence of the night, heard and held his breath, has been listening to the wonderful music of life for hundreds and thousands of years. Know how to listen to this music, know how to enjoy beauty.

In art, especially in music, the child needs to be a witness to the emotional impact, he needs an emotional example. This is one of the main musical lessons of childhood. Adults themselves should not only love music, know it, have a sufficient level of musical culture, but also understand the inherent value of the preschool period of childhood for a child to enter the world of music.

V. Sukhomlinsky emphasized: “If in early childhood the beauty of a musical work is conveyed to the heart, if the child feels the many-sided shades of human feelings in the sounds, he will rise to such a level of culture that cannot be achieved by any other means.”

Music evokes different feelings in the listener: joy, surprise, delight, festive elation or slight sadness. Musical art, reflecting life in its diversity, broadens the horizons of the child, enriches his spiritual world. Music encourages communication, creative activity, delivers aesthetic pleasure. Influencing the feelings and consciousness of the child, it contributes to his active empathy.

In general, the perception of music is a great difficulty for preschoolers, which is associated, on the one hand, with the specifics of the musical artistic image, on the other hand, with the age characteristics of the preschooler. It is difficult for preschool children with unstable attention and small memorization to perceive and understand the musical image that develops over time. They need help to enter the world of music, help to hear and understand it.

In this regard, conducting classes on the perception of music provides for:

- special selection of musical repertoire;
- use of age-appropriate methods of working with him;
- the use of other types of musical activity (musical and rhythmic movements, playing in the orchestra, singing);
- the use of various types of artistic activities of children, works of fiction and fine arts (listening to poetry and prose; drawing, viewing reproductions of paintings, slides, video materials, etc.).

The synthesis of various types of arts, when a child, perceiving a piece of music, relies on the fine arts and fiction available to him, is the most productive. Visualization, the living word (poetry, prose) help the child in revealing the musical artistic image. Perception, empathy and comparison of artistic images and expressive means of these types of art makes it easier for a child to master a complex musical language. The selection of the musical repertoire is carried out on the basis of the principles of artistry and accessibility to preschool children; combinations of classical, contemporary music and folklore. From the very beginning, children get an idea of the diversity and richness of the world of music, which contributes to their musical development, broadens their artistic horizons.

Systematic enrichment with musical impressions in the process of listening to music contributes to the development of children's musical perception. The program for

listening to music in kindergarten is determined by educational tasks, and not by educational tasks, since the information received by children in the perception of music is still very limited. The main purpose of this type of activity is to introduce children to music, to cultivate interest and love for it.

Material and Methods

In accordance with this goal, the main educational task for the perception of music is the formation of the initial foundations of musical culture, namely:

- acquaintance of children with modern, classical works accessible to their perception, as well as with folk musical creativity, distributing them by genres and types;
- the formation of musical susceptibility in children, the ability to emotionally respond to music, to empathize with the feelings expressed in it;
- development of the ability to memorize musical works, their content, character, means of musical expression;
- gradual formation of ideas about music; education of an evaluative attitude to music and its performance, which is a manifestation of musical taste;
- formation of the skill of listening to music; creation of a fund of favorite children's works.

The content of the music perception program can be divided into three stages:

1. Acquaintance with musical works, their memorization, accumulation of musical impressions.
2. Development of musical abilities and skills of cultural listening to music.
3. Development of the ability to distinguish the nature of songs, instrumental pieces, means of their expressiveness; formation of musical taste.

At each of these stages, certain methodological techniques are used.

At the first stage, the music director must arouse interest in the work by expressively performing it. This is a mandatory requirement. The first performance of a piece of music should be especially heartfelt in order to leave a deep impression on the soul of the child. At this stage, it is necessary to teach children to listen actively, to respond to the feelings expressed in music, to perceive its general character. The word of the teacher, dedicated to music, should be short, figurative. It is very important to think over the introductory word before the first hearing of the music, as well as all subsequent explanations.

By the statements of children, by facial expressions, by the expression on the face of the child in the process of listening, we can judge their active musical perception and interest.

At the second stage, the teacher faces the task of activating the process of perception of music. The musical director draws attention to the presence of an introduction, conclusion, as well as the main means of musical expression. You can use

toys and game teaching techniques, show illustrations thematically related to the content of the work.

This stage is characterized by an in-depth perception of music that has already been heard more than once, by drawing attention to individual elements of musical expressiveness, and the development of musical memory.

At the third stage of listening to musical works, the child begins to recognize them, which indicates the formed ideas about music. As a result of frequent repetition of works, children remember, highlight the ones they like the most. There is a selective attitude towards music. Children ask to perform their favorite works because they want to re-experience and relive the feelings they caused.

The perception of music in the younger and middle groups is both an independent activity and a moment that precedes children's singing and musical-rhythmic movements, since before the children themselves begin to sing and perform games and dances, they must receive a supply of musical impressions.

In the younger group, the music director strives to:

- accumulate musical impressions in children, evoke a joyful mood in them;
- to develop the ability to distinguish sounds in height, dynamics, timbre;
- without being distracted, listen to the piece to the end, memorize it;
- to develop the ability to feel the nature of music, to distinguish between the simplest forms, to talk about what is sung in the song, to recognize familiar musical works.

In the middle group, during the listening process, the teacher should:

- to form the ability to listen to music with interest, attentively, to the end, responding to its character and mood;
- develop memory by recognizing a song, an instrumental piece based on a played melody or sung without words;
- to cultivate interest and love for music, the desire to listen to it, to accumulate musical impressions;
- to promote the emergence of a feeling of love for the environment through music.

In the classroom, children in the process of perception still receive limited information that explains the nature of the works, so it is important to demand accurate and specific answers from them.

Systematic exercises in listening to music develop in children the stability of auditory attention. This helps the child to perceive music emotionally and consciously. Music for the perception of children of younger and middle age should be bright and cheerful. The themes of the works are the most diverse, but should relate to the phenomena of life that are close and understandable to children.

In the older groups, the work on the perception of music continues and deepens. It acts both as a section of the lesson, and as a methodical method of work, and as an independent lesson. The perception of children of this age becomes more conscious,

manageable. Arbitrary memory and attention develop. Children notice the similarity of musical works of the same genre, compare familiar works according to their figurative content, the nature of the sound. There is interest, stability of experiences and feelings. Children's attention is already more stable, they are prepared to listen to complex works. Children have a well-developed speech, a rich vocabulary. They can express their opinions about music, use various terms. Children lively and emotionally react to the performance of works by the teacher.

In older groups, in the process of listening, the teacher seeks:

- to teach to listen to music with attention, to express all emotions after listening;
- educate interest in vocal and instrumental music;
- to instill interest in listening to folk, classical and modern music performed by soloists, choir, orchestra;
- to teach to memorize works by the introduction and conclusion, by melody, individual phrases and parts; develop the ability to distinguish between the nature of music, means of musical expression, distinguish between two and three-part forms, song, dance and march genres;
- develop the ability to compare works by similarity and contrast.

Results

The development of musical perception is still based on the expressive performance of works by the teacher, the skillful use of words, toys, illustrations, pictures, and objects of applied art.

In the process of analyzing musical works, the requirements for children are gradually increasing. During a conversation about the music they listened to, the teacher encourages preschoolers to make independent statements. In order to deepen the impressions of children, the music director monitors the emotional coloring of his speech. The teacher encourages children to associate the nature of music with the content of the image, the mood expressed in it, achieves more complete statements, value judgments. An increasing number of works, after listening and analysis, are used in other sections of the Kindergarten Education and Training Program, primarily in musical and rhythmic movements, in playing children's musical instruments, which contributes to a deeper experience, understanding and memorization of music.

The brightest, favorite pieces of music can be included in the scripts of holiday matinees. Holidays in kindergarten are unforgettable pages in the life of a child, a rich source of his impressions. Therefore, it is so important that both in the process of preparing for the holiday and at the festive matinee itself, highly artistic music is played that can leave a noticeable mark on the soul of the child.

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