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**MUSIC AS A TOOL FOR RAISING CHILDREN EARLY LIFE**

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**Annotation**

Early age is a variable component of the program and can be changed, supplemented in connection with calendar events and the plan for the implementation of collective and individual musical and gaming features. This educational and methodological complex is designed for 3rd-year full-time students majoring in Music Education. The discipline "music in a preschool educational institution" is included in the national - regional (university) component of the graduate qualification - music teacher cycle.

**Keywords:** pedagogical psychology, teaching vocal music, motivation of learning, psychology, development of young singers.

Methodical work in an educational institution of additional education for children is most effective if it is organized as an integral system. Its success depends on the interest of teachers in professional development, on the satisfaction of the staff with the organization of the educational process at school.

The purpose of methodological and innovative work is to increase the professional competence of teachers' pedagogical skills.

Tasks:

1. Improving the structure and content of academic disciplines in educational fields.
2. Improvement of teaching methods of training sessions.
3. Improving the scientific and pedagogical qualifications of teachers.
4. Improving the educational and methodological support of training sessions.
5. Working out ways of forming readiness for creative self-realization of the child's personality (within the framework of school development).

The most priority directions of the methodical work of the school are:

- Ensuring the management of the educational process at school;
- Information support of the educational process, publishing;
- Providing conditions for the study, generalization and dissemination of best practices;
- Provision of analytical expertise;
- Providing conditions for continuous improvement of professional skills of teachers.

To ensure that the content of the methodological work meets the needs of teachers and contributes to their self-development, the work of the school is planned in accordance with the professional difficulties of the school staff. Planning of methodological work is preceded by



an in-depth analysis of each of the methodological departments in terms of the impact of their activities on the growth of pedagogical and professional skills.

The analysis of methodological work is carried out in the following areas:

- Statistics of teaching staff by education, experience, age, qualification categories;
- Analysis of the work of the methodological council;
- Analysis of the work of methodological departments;
- Relevance of the topics of the pedagogical council, seminars, master classes;
- Work with young specialists;
- Certification of teaching staff, its results, the result;
- Use of new educational and author programs;
- The main disadvantages, problems and ways to solve them.

It is impossible to talk about the prospects of development, about the implementation of the program of modernization of education, about the introduction into pedagogical practice of new forms and methods of organizing the educational process without systematic work on teacher training. The system of professional development of teaching staff includes the following stages:

- Study of theory: new pedagogical technologies, forms and methods of organizing the educational process;
- Testing in practice of certain innovations, practical application of theoretical material;
- Demonstration of practical skills in the use of modern pedagogical technologies;
- Generalization of experience, analysis of problems of achieved results, ways to solve these problems, the activities of the school to improve the professional skills of teachers.

In order to fully implement the plans of methodological and innovative work, teachers and concertmasters take an active part in the work of specialists of culture and art "Bukhara Regional Educational and Methodological Center".

The teachers of the school have mastered and are mastering new educational technologies and techniques, since today there is an increased need for a teacher who is able to modernize the content of his activities through creative updating through the use of modern educational technologies.

In general, the following results can be considered in working with teachers:

- Stability and effectiveness of certification based on modern pedagogical technologies;
- Improvement of theoretical and practical training of teachers and issues related to the improvement of pedagogical technologies;
- Development of practical materials and creative reports using modern pedagogical technologies;
- Good indicators of the quality and effectiveness of lessons, more than 75% of lessons are rated "excellent" and "good";
- Results of innovative activity of methodological associations and individual teachers.

The use of ICT technologies in the development of musical and creative abilities of preschoolers musical director. The modern world is constantly changing, and our children are changing with it. Accordingly, the education system imposes new requirements for the



upbringing and education of preschool children. To date, one of the ways of modernization in education is informatization. Computers have long been an integral part of our lives. Even in kindergarten, it is already impossible to imagine working without them. No one is surprised that many children from preschool age are fluent in computers, for them it is another source of information and development. Therefore, it is important for us teachers to create conditions for a child to adapt to modern life with the help of informatization, it is important to help him enter the world of new technologies, teach him to work with information, organize the learning process so that the child is actively and enthusiastically engaged in music classes, that is, to create conditions in which the child will develop imagination and creative abilities, to show cognitive initiative, will satisfy their need for self-realization. A combination of traditional teaching methods and modern information technologies, including computer ones, can help a music director in solving these tasks. The use of multimedia technologies in music classes gives a number of advantages: - children perceive the material better, interest increases, - individualization of learning, development of creative abilities is carried out. ICT in music education of preschool children can be used as a means presented on the slide. At the same time, the use of ICT makes it possible to effectively develop all types of perception in preschoolers and schoolchildren (auditory, visual, sensory), as well as to use all types of memory (visual, figurative, auditory, etc.). When conducting research at school No. 30, the teacher of the Faculty of Art Studies, the Department of "Music Education" mentors - senior teachers Nurullaev F.G. and Kholikov K.B. the use of ICT effect in school No. 30 of Bukhara visual, figurative, auditory, etc. The use of various audiovisual means (music, graphics, animation) enriches the training material. Since multimedia technologies are characterized by the combination of various types of information presented (speech, music, drawing), therefore, they have the greatest impact on the formation of a child's personality. But at the same time, it is necessary to take into account the age characteristics of preschool children, each element of multimedia technologies should be thought out and understood from the point of view of children's perception, the material should contain elements of the unusual, surprising, unexpected and arouse children's interest in the educational process, an important point is the change of types of musical activity.

The predominant form of thinking of preschool children is visual-imaginative thinking. Therefore, in my work with children, I often use the display of educational films, fairy tales, cartoons, in which the masterpieces of world classics sound, classes relevant to a particular topic, presentations, video illustrations to accompany musical compositions when listening to music, musical and didactic games, quizzes, test tasks, contests. Thus, a single process of imaginative perception and active mental activity of children is organized. Having joined the work on the use of ICT, I came to the conclusion: that the means of new information technologies should be included in all types of musical activities in kindergarten: listening to music, singing, musical and rhythmic movements, musical and didactic games, children's musical creativity.

When perceiving music, it can be a demonstration of portraits of composers, illustrations, reproductions of a piece of music, a selection of slides or videos. With the help of ICT, children can virtually get into a concert hall, study the work of composers, get acquainted with different



musical genres, musical instruments. It is interesting, bright and accessible to introduce preschoolers to different types of art, such as theater, ballet, opera, demonstrating not only illustrations, but also videos. Multimedia presentations make it possible to enrich the process of emotional and imaginative cognition, arouse the desire to repeatedly listen to a piece of music, help to remember the musical composition proposed for listening for a long time, visual perception of the studied objects allows you to perceive the material presented faster and deeper, diversify the impressions of children. (watching the video) Singing occupies a leading place in the system of musical and aesthetic education of preschool children.

But at the same time, it is very important to comply with the requirements of the State Standard of Uzbekistan presented on the screen. Computer programs can be used to create multimedia manuals. Thus, the use of computer technologies in music education contributes to increasing interest in learning, its effectiveness, develops the child comprehensively, activates parents in matters of musical education and development of children. For a teacher, Internet resources significantly expand the information base in preparation for classes related not only to the world of music, but also to the world of art in general. And the ability to use a computer allows you to develop modern didactic materials and apply them effectively. But do not forget that the use of ICT in the musical education of preschoolers is only a means to realize the goals and objectives set for the teacher. No matter how positive, huge potential information and communication technologies have, they cannot and should not replace the live communication of a teacher with a child. The dominant role in musical education always remains with the musical director.

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