

ON THE ISSUE OF DEVELOPING MUSIC LITERACY IN PRESCHOOL CHILDREN

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Annotatsiya

Ushbu maqolada maktabgacha yoshdagi bolalarda musiqiy tafakkurini rivojlantirish, ularning musiqiy tasavvurlarni uygʻotish hamda oʻzlr mustaqil musiqiy fikr yurita olishlarini nazorat qilishdan iborat.

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It is known that the future of Uzbekistan is unimaginable without young people. Bringing up a generation worthy of our ancestors, we, the emerging cadres, are entrusted with the responsible and honorable work of raising children.

Music education of preschool children, the bright future of our country in the image of its development, the law on education and a new worldview were required as a result of the vision of the greatness of our state. The main factors were the 1997 Law on Education and the National Training Program.

There is a need for significant changes in education, including its first stage, pre-school education. This required well-thought-out, promising programs that included specific goals and objectives.

In it, the first type of defining a whole continuous educational process was called "preschool education". This approach alone requires a kind and fair approach to education. After all, today's young generation has a huge task to become strong, healthy, educated, intelligent and active members of our society in the XXI century. And they trust you and us, the adults. If we can combine the courage, strength, knowledge and patriotism of our youth, we will not find more power. The process of development of preschool children will be carried out on the basis of the basic program and textbook "Child of the Third Millennium" to achieve the goals and objectives. There are also many textbooks and manuals. Their main goal is to bring up and bring up a perfect person. It is no coincidence that our President says, "Our children should be smarter, smarter, more educated, healthier and, of course, happier than we are." The Child of the Third Millennium is a basic program that must be implemented for all preschools. The end result of the basic program is to achieve the state requirements for the education of preschool children, that is, to prepare physically, mentally and spiritually mature children for school.

The Child of the Third Millennium Program defines the process of children's development and preparation for school in the following 3 areas:

1. Physical development of children,
2. Develop your child's speech and thinking.

3. Spiritual development of children.

The spiritual development of children, which is the third direction of the national program "Child of the Third Millennium", is to bring up a child mentally, physically and spiritually through music lessons. In this regard, the Law "On Education" in the "National Training Program" has been implemented to reform the education system. Art is an integral part of human activity, which is fully manifested through the use and participation of the individual through the medium of art. Art plays an important role in educating the next generation. Art develops creativity by helping to cultivate his sense of humanity and human cooperation. As we nurture the aesthetic perceptions of today's youth, we need to teach them to use the emotion that comes from dealing with art in their lives and activities. That is why music is an integral part of the aesthetic education network.

From an early age, children develop a desire to perceive, feel, and understand the beauty of life and art, and the desire to create such beauty increases. The child's interest in art increases. It develops artistic ability. Music and aesthetic education should become an integral part of the great work being done to bring up a person in a democratic society in a harmonious way, especially when working with children. It is impossible to achieve full results without music promotion in the community. Musical education in children should begin at an early age. Music evokes strong emotions in a child. An interest in music from an early age has a strong influence on a person's subsequent musical development. Accordingly, it is important to define the function and content of music perception. These are defined by general goals related to the overall development of the individual, including the tasks of aesthetic education. It is known that such tasks should involve children in music activities, develop aesthetic perception and emotional mastery of art music, cultivate love, develop musical skills, form a musical taste, in short, develop the child's artistic creativity and talent. It is known that the main source of the formation of musical images is directly related to the harmony of nature and human speech, the perception of the world around us and its beauties. In this regard, the content of music lessons requires a number of activities performed by children. These include listening, singing, musical rhythmic movements, and children's performance and creativity in the process of playing musical instruments. One of the main priorities of the National Training Program is to establish interdisciplinary links.

The issue of "Children's performance - singing, musical rhythmic movements, playing musical instruments, etc." is currently in the spotlight of many educators and scientists due to its relevance. Music education, like other subjects, begins in preschool, not school, and continues in all aspects of the education system. That is why we need to pay special attention to the musical and aesthetic education of the next generation, while creating the basis for them to acquire musical knowledge.

Music education is an integral part of aesthetic education. One of the leading factors in shaping a person's personality is education. Aesthetic education, as an integral part of it, expands and deepens students' knowledge of the objective world, based on the doctrine of the essence of beauty, the unity of aesthetic and moral feelings, the popularization of art, the development of creative abilities and desires. cultivates the dodi and helps them to acquire the content of high spiritual qualities. It is generally understood that the purpose of aesthetic education is to develop in children aesthetic feelings and thoughts, to be able to see and enjoy beauty. Aesthetic education serves the establishment of universal and national values.

Clearly, upbringing affects a person's mind, emotions, imagination, beliefs, worldview, behavior, and attitudes. Music reflects thoughts and feelings through sound waves, and describes the moral issues that have plagued humanity at different stages of life. Great musical works are imbued with a deep philosophical content, reflecting issues such as life and death, personality and society, goodness and oppression, power and weakness. The endless possibilities of music's influence on the human psyche have long attracted the attention of musicologists, thinkers, and scientists. Philosophers, psychologists, educators, and public figures have tried to identify the features of the art of music that influence the formation of a person as an individual within the arts. From ancient times the music, especially its

components - rhythm and melody - has been thought to have an effect on a person's mood and change his inner world.

The power of music is that it can express joy, sorrow, imagination, endurance, courage, depression, and the like in the interconnectedness of human mental states, both individually and collectively. The "language" of music represents the integral unity of all parts, the form of the work. The composer's thoughts, feelings and imagination reach the audience through music. Therefore, music opens a wide way to master the "language", to understand its content, to master the richness of ideas, feelings and experiences in music. Ancient thinkers emphasized the importance of music education for the younger generation. The human and positive qualities of a future member of society are formed from childhood. Of course, music plays an important role in the formation of musical aesthetics in children, the development of their abilities and interests. As the philosophers and scientists have pointed out above, music plays a key role in the development of the child's thinking and thinking.

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