



CHARACTERISTICS OF MUSICAL EDUCATION OF CHILDREN IN DIFFERENT GROUPS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Annotation: Widely used to show toys while listening to music. This means that it is selected depending on the content of the song. Musical upbringing of young children is carried out not only in classes, but in everyday life. The task of a music educator in middle groups is to attract children to music, to cultivate their interest in it. It is necessary to enrich children's feelings about music, to form their response to it. When singing, the child's voice develops the ability to listen to music.

Keywords: music, rhythm, primary education, method, subject.

The main task of the teacher in the musical education of preschool children is to develop in children the emotional response to listening to music, the development of hearing, the ability to distinguish between high and low sounds. In music lessons, the teacher teaches children to sing. In the development of rhythm in children, the educator teaches them to walk under the music, perform simple game (dance) movements, clap their hands, and so on. It also teaches children to work with objects under music to perform simple movements. For example: raising the flag.

It is widely used to listen to music and show toys. This means that it is selected depending on the content of the song. Musical upbringing of young children is carried out not only in classes, but in everyday life. The task of a music educator in middle groups is to attract children to music, to cultivate their interest in it. It is necessary to enrich children's feelings about music, to form their response to it. When singing, the child's voice develops the ability to listen to music.

It is necessary to enrich the children's sense of music and form their response to it. When a child sings, he develops the ability to listen to music. In games and dances the order of actions is formed. In music lessons, children are taught to sing by singing well and clearly to others. These children usually do not learn quickly. He can say the words first. It is also necessary to teach children to feel the nature of music and play it in their games. Songs, dances (dances) are selected according to the age of the children. Songs should not be complicated, they should be repeated. The character of the songs is chosen depending on the content of the fairy tales in the kindergarten. Children are especially attracted to nature, rain, sun, flowers, etc. listens to songs about with satisfaction.

When teaching a song, the teacher first explains its content and then monitors the quality of its performance. On the basis of musical education in large groups, the task of the educator is to arouse interest in music, to teach to enjoy, to arouse the desire to listen. It is necessary to awaken in them the love for the Motherland, the people with the help of music.

Preschoolers should be able to play. Musical upbringing of children is carried out in the conditions of their development and teaching by adults using the following methods. Effective performance of music by adults, short and figurative explanations, assignments, instructions and demonstrations of the method of artistic movement. Musical instruments are held twice a week. The duration of the lesson in the Kata group is 30-35 minutes. In order to bring up children in a musical and aesthetic way, you need

musical instruments, toys. It is about inventing a new game on a musical theme to give an idea with different musical works.

Music is an integral part of our daily lives through the wide use of learned melodies and songs, various mornings, concerts, various plans and preparations for music education in the kindergarten. to teach children that they are friends, that music in kindergarten and school is mainly about singing, listening to music, moving to the rhythm of music, singing songs suitable for children's age-appropriate sound range, as well as learning melodies on musical instruments We give methodological concepts about the elements of basic music.

All the rules in this area allow to define the tasks of music education in kindergarten, which are subject to the general purpose of comprehensive education of the child's personality, taking into account the age characteristics of preschool children, in contrast to the art of music. Nurturing a love and curiosity for music, this task is solved by developing musical perception, the ability to remember music, which helps the child to feel and understand the content of the works heard. The educational effect of music is realized. It is necessary to acquaint children with various musical works and enrich their musical imagination. It is necessary to acquaint children with the simplest concepts of music, to listen to music, to sing, to develop the ability of children to play musical instruments.

It is necessary to develop the ability to distinguish high-pitched sounds with sensory abilities, to improve the melody sound and to move with the singing sound. It is necessary to teach the simple type of singing and movement, to control the natural and effective performance of musical works. It is necessary to help children who have developed a taste for music on the basis of their impressions and understanding of music, to help them first to listen to their musical works, and then to observe them. In all the concepts of music that children can understand, it is necessary to develop creative agility in giving characteristic images in games and dances, in the use of new combinations of learned game movements, in the singing of forgotten songs.

Then there is an initiative to use the well-studied repertoire in everyday life, to develop the desire to play musical instruments, to sing.

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