

IMPROVING MUSICAL AESTHETIC TASTE IN PRE-SCHOOL EDUCATIONAL INSTITUTIONS

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ANNOTATION

The article discusses the music education activities of preschool children, including the methods of imparting and applying musical knowledge through didactic games.

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Music directly affects children's emotions and shapes their spiritual image. The influence of the art of music is stronger than other - emphasis and broadcasts. Introducing children to works of various emotional and figurative content, we unwittingly affect their emotions and bring them into the world of experiences. Let's dwell on the issue of the child's perception of musical works.

The art of perception manifests psychological activity after itself, which combines intellectual, cognitive, emotional moments. The question of understanding the works of musical art cannot arise by itself. It should be taught. It begins with the feeling of perception of musical works. Perception of musical works creates emotional excitement. In this state of the child, emotions appear on the basis of familiar content and joy. It is necessary to educate the ability of children to understand and accept the work. The perception of music is formed from early childhood. The accumulated emotional musical impressions lead to singing, playing musical instruments, singing artistic folk songs. Musical impressions begin to accumulate in children based on the development of feelings, hearing, and perception. A 7-year-old child cares and thinks based on the content of music. We set the task for the child to be at the beginning of music perception. And then, through external influence, it acts as a sum of musical impressions.

Aesthetic perception is a combination of 2 main components: emotionality and comprehensibility. But imagination and a moment of action - rhythm is also added to it. Thus, the education of musical perception goes as follows:

1. Extraction of musical material.
 2. Systematization of education and training methods.
 3. Using different stages of work.
 4. Use of various themes of musical works (social, nature, labor, children's life, fairy tales).
 5. Gradually increasing complexity of a piece of music depending on the number and form of images.
- In order to create active activity in children, the pedagogue illuminates the plot of the pesa through singing, games, listening to children through figurative and poetic words, stimulates the imagination that appears in the child, calls out images, the act of thinking based on the plot turns it into a piece of music. attracts to the program. After such a direction, the child's perception of music becomes emotionally understandable. Expressing the result through words and evaluating the work gradually creates an artistic and musical taste under the skillful guidance of the music director.

The level of musical artistic taste

Thus, artistic and musical taste is formed in the following process:

1. Perception of a piece of music in its entirety.
2. To understand its meaning.
3. If applicable, execution. In practice, it is manifested:
 1. If at the price.
 2. Seeking to accept works that meet artistic requirements.
 3. To experience artistry in perception when choosing works and to perform works.

Singing activities Music plays a leading role in children's education. This type of activity is close and understandable to children compared to other types of activity. Children love to sing. Singing is the leading activity of children's performance, and it occupies an important place in the musical and aesthetic education of children. A good song makes a child happy, develops and educates in all aspects. Unlike musical instruments, singing has a strong emotional impact. Because the song shows the artistic unity of text and music. Singing has a comprehensive impact on the development of a child's personality. The song serves to increase a person's intellectual maturity, expand his worldview, and enrich his ideas about the world around him. In the process of singing, they understand music more deeply, express their experiences and feelings more actively. The text of the song helps children understand the content of the music and learn the melody more easily. Children perceive better a melody performed by voice than a melody performed on an instrument. In the process of singing, children develop musical abilities: the ability to develop music, musical memory, sense of rhythm, and also develop musical abilities from singing: a sense of meter and rhythm, musical development, a sense of cadence. The activity of singing in a group is necessary for the development of students' musical learning ability and performance skills. In the process of singing together in a group, the student tries to control his voice performance, hear and observe the performance of his teachers and accompany them together, the feelings of collective unity, organization, and mutual friendship are cultivated. It has been proven in practice that learning songs helps to form not only musical literacy in children, but also musical worldview, musical taste, musical thinking and similar qualities. From the first days when children come to preschool educational institution, they have a high desire and interest in art, especially music. Therefore, special attention should be paid to the formation of children as individuals in music lessons. It depends on the knowledge and creativity of the leader as a specialist, a master of his field. Even if the child does not understand the meaning of the song from a young age, even if he does not understand its content and music, he expresses an emotional reaction to it. As the child develops, his speech and life skills will help him to understand the song as a whole. Singing is a factor that affects the child's psyche, as well as his physical growth and development. Students' attention, awareness and activity increase during group singing sessions, musical memory develops well, and a feeling of pleasure appears when performing learned songs. They get a deep understanding of the meaning of the words and the melody of the song and learn about life through the content of the work. Singing also creates a foundation for the development of children's speech. Because the lyrics of the songs are played out, children learn new words without making mistakes. The musical director and educators will check the correct performance of the words. The process of singing unites children with a common mood, they learn to work together. They call out to their comrades who are hurrying or lagging behind and call them to sing at the same pace. Singing is the main means of musical education. It is very close for children compared to other activities. By singing, they perceive music more actively. If you read the lyrics, it will help you understand the meaning of the song. Peculiarities of the child's speech and voice development.

Singing is one of the complex processes of sound production, which mainly forms the basis of the integration of the voice and auditory organs, that is, the interdependence of the auditory apparatus and the singing voice. Improvement of hearing ability - develops from a young age of children. When the music director or teacher sings them, they understand the song, melody or melody in a pure way and sing it accordingly. Younger children can sing songs between 2-3 notes. Children hear adult tunes and then they try to sing the same tune as adults. In preschool children, the voice apparatus is not fully developed (vocal chords are not developed, thin, breath is weak, etc.). As the child develops, the body and singing organs also improve. A preschooler's voice is not bright enough. It is recommended to choose songs according to the following requirements:

1. Appropriateness of the song's educational value, ideological content, musical structure and character to the age of the children.
2. The ease of the song's text, its artistic excellence, its compatibility with children's vocabulary, and the fact that it serves to develop their speech and thinking.
3. The tone of the song, its character (cheerful, cheerful, march, melancholy, sad, festive, upbeat), key and tessitura, voice range should be suitable for the age of the children.
4. Artistic features and expressiveness of the song, compatibility with children's perception, harmonic structure and melodiousness.
5. The form of the song (1, 2-part or couplet) presence of refrain.

When choosing a song, children are told a short, meaningful, figurative and interesting story. It inculcates the ideas of morals, nature, Motherland, and love in the minds of children and arouses interest in them. Among the artistic songs written for children by D. Omonullaeva are "Dilorom's song", "My grandmother", "Aziz boston - Uzbekistan", "Navzo'zim", "Uzbekistan - My country"; N. Norkhojhaev's "Play hedgehog", "Song of the grandchildren", "Butterfly and rainbow", "My partridge", "My question to the peach", "My love is a sweet song", "The children who greeted me" , "Grandma, you are fine", "Flowers are my smile", "Good boy", "We are soldiers"; Sh. Yormatov's "Ay-yay-yay", "Islam Baba"; "Ice Cream", "My Fatherland" by A. Mansurov; F. Nazarov's songs "Inoqayyniz", "Pakhtaoy", "Kish choglari" and many other Uzbek composers leave an indelible mark on children's creativity and help to develop their artistic education and taste. The teacher sings the song expressively. Forms of singing lessons are changed so that children do not get bored. For example: teaching in groups; solo and accompanied by a group; performed with the help of musical movements; it works well to encourage them to think of dance elements that match the lyrics and perform them themselves. Once the song is mastered, their interest will increase. Also, changing the forms of training (non-traditional training) prevents children from getting bored during training and keeps them interested. Methods and ways of teaching to sing a song. Before teaching a song to children, the music director should introduce the song, tell about the composer, the text, the content of the work, in a word, the children should learn this song. is to arouse their interest in learning. Song difficulties and ways to overcome them:

1. There are many jumping movements in the song. These are difficult for children to sing. Therefore, special attention should be paid to pure singing.
2. Dotted rhythms are widely used in the song, and they should be pronounced clearly.
3. League notes. Such notes are mostly found at the end of sentences and should be sung correctly and cleanly.

The influence of the family environment on the formation and development of a child's personality is very large. The most important individual characteristics of a child are formed under the influence of

the existing social and psychological environment in the family. The desire for the melody of the song is developed in the mind of the child through the mother. The relationship between parents and family members, and the relationship to art and musical culture play an important role in this. That is why it is not for nothing that family education is considered at the level of state policy in our Republic. A well-rounded cultured person is formed first of all in the family. A child brought up in a good family environment often has a positive impression of life, various events, traditions, art, and culture. Watching television together in the family, watching concerts, going to the theater and concerts, sharing their impressions, etc., to develop children's worldview, to understand the essence of fiction, art, and music that reflect life events, leads to artistic and ideological perception. This will play a decisive role in determining its future, in connecting with a certain type of art. In the field of science, literature, art, the great representatives of European classical music are Bach, Beethoven, Bizet, Mozart, Verdi, Chopin, Russian composers Glinka, Borodin, Balakirov, Rimsky-Korsakov, Tchaikovsky, Prokofiev, Shostakovich, Uzbek composers and composers M. Ashrafiy, T. Sodikov, Y. Rajabiy, T. Jalilov, M. Burkhanov, S. Jalil and many folk hafiz and musicians had a great influence on the lives of the family where they were born and raised. Nowadays, one of the most important tasks for music leaders is to organize musical education and musical culture in family cooperation.

Targeting activities in this regard, using effective forms and methods of work will create a foundation for children to be consistently connected to specific areas of culture and art as mentioned above, and to develop into mature singers, musicians, composers in the future. . We found it necessary to make the following recommendations to the music directors in this regard: - the music directors should get to know each child's family closely and establish a permanent relationship; - to make children interested in certain types of musical art, depending on their abilities, to inform their parents about it, to create conditions for independent additional activities at school and in the family; - paying attention to the fact that their participation in music classes, clubs, and creative centers is monitored by their parents; - inviting their parents to various cultural and public events, pageants, concerts in which children participate; - organization of special lectures, concerts, meetings with representatives of culture and art for parents; - giving children individual assignments, asking for parents' opinions regarding their independent activities and the completion of assignments. The activities organized in accordance with such cooperation make it possible to develop children's interest in the art of music, to develop their individual abilities and talents in music, to open the buds of talent and to improve musical culture.

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