

THE ROLE OF MUSIC IN CHILD DEVELOPMENT

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Abstract

This article reveals the important role of music education in the development of the moral and aesthetic sphere of the child's personality. By fostering moral feelings, we lay the foundation for the formation of his moral consciousness, the regulation of moral behaviour in the future.

Keywords: Music, musical education, musical art, morality, perception, musical instrument, singing, musical language, musical speech, musical culture, logical thinking.

INTRODUCTION

The role of music in our life is really huge. In some cases, it simply improves mood, in others, it relaxes, pacifies, invigorates, adjusts to the desired mood. The positive emotions that we experience while listening to pleasant melodies concentrate attention, activate the central nervous system and stimulate intellectual activity. Music is the greatest source of aesthetic and spiritual pleasure. She is able to inspire, ignite a person, instil in him the spirit of vivacity and energy, but it can also lead to a state of longing, grief, quiet sadness. A characteristic feature of the music is a strong, subtle and deep impact on the inner world of a person.

In the years of childhood, the foundation is laid on which the building of human artistic preferences will be erected later. The role of the first educators in awakening the spiritual world of the child, in the formation of his tastes is indisputable and great. Talking about the art of music means living, emotionally responding to it. To understand the art of music means to discover something new with its help.

The task of art and music, in particular, is to "help the child in the knowledge of the world." Listening to music is extremely important for human development. The repeated perception of the best examples of musical creativity teaches the child to think, feel, experience the moods expressed in artistic images. Music is of great educational value. Thanks to her, the speech of children is enriched with words and phrases that characterize mood, feelings, images, thereby increasing their vocabulary. With its help, moral, aesthetic education, understanding of the beautiful is carried out.

Playing a musical instrument, singing or listening to music develops the child's emotionality and receptivity. Perception is the starting point for the emergence of experiences, including

musical ones. If musical perception is accompanied by visual, tactile and other components, then the child's musical experience becomes deeper. Music acts through a whole range of expressive means: timbre, tempo, dynamics. They convey the mood, the main idea of the work, evoke associations with life phenomena surrounding the child.

It is important to form in children the knowledge, abilities and skills necessary for a full-fledged perception of musical works, to develop their musical and creative abilities, as well as interest and musical taste. Research in recent decades has shown that music has a beneficial effect on the intellectual development of children. It stimulates brain activity in general: music lessons optimize brain function, and this cannot but affect the best performance of the most diverse mental work. Music helps develop the analytical thinking skills on which school science relies heavily, as it is the most abstract and structured of all arts.

There are many professions where you need to react to the simultaneous readings of many devices, instantly accumulate information from different sources and immediately make a decision. To be able to think multichannel, make adequate decisions and implement them, you must, first of all, remain calm. The musician perceives diversity as the norm. Control over complex processes is easier for them and requires less energy.

Musicians are open to communication, they have something to say, something to share, something to discuss, this is facilitated by a wide musical horizon. The habit of listening to another and understanding him makes musicians softer and more tolerant. At the same time, their volitional qualities do not suffer, but only get stronger.

The unity of music and speech is recognized by all scientists. They go back to common roots and have a common origin. Music and speech are psychological relatives and neuropsychological neighbours. "Musical language" and "musical speech" are not metaphors at all. A single speech-musical space is formed in the human brain, the foundations of which were laid by singing. Singing is the most fundamental evidence of speech-musical affinity and its focus, and therefore singing still helps the development of speech.

This explains that music lessons help in language learning, reading skills, and in the treatment of speech disorders. In the beginning, there was Sound, from which the Word was separated - such is the course of evolution. A musical person differs from others in that he owns the semantic key of speech - meaningful intonation. A student's literacy is also directly related to intonation and phrase. Children often rearrange and skip letters and syllables in words. They write together the words in the sentence, and a new phrase with a small letter.

Often, first-graders do not have basic motor skills and fine motor skills of the hand: the fingers move poorly by themselves and poorly switch from one movement to another. Music lessons teach you how to coordinate your movements. And playing a musical instrument will form a sense of rhythm in the child and establish coordination between hearing and hand motor skills. A musical phrase, like a speech one, is similar in structure. It has a beginning,

development and end. And a musical child, perceiving by ear, will never write the beginning of a sentence with a small letter.

Making music, a person develops and trains his mathematical abilities, because music and mathematics have a lot in common. Both here and there are dominated by the idea of number and relationship. In frets - a certain number of steps. Rhythm divides time into units and establishes numerical connections between them. The musical form is based on the idea of similarity and difference, identity and contrast. In mathematics, beauty and harmony lead creative thought as well as in music. (Only that which is true is beautiful).

The essence of the psychological connections between musical and mathematical abilities lies in the heightened abstract nature of perception, in the transfer of the skills of spatial and geometric perception to reality.

Pythagoras believed that the harmony of numbers is akin to the harmony of sounds and that both these activities streamline the chaos of thinking and complement each other.

Due to poorly developed spatial thinking, children often cannot correctly understand the condition of the problem (especially on the topic of time, speed and distance), make mistakes in oral arithmetic. And acquaintance with geometry in the absence of spatial thinking is simply impossible. Music is a faithful assistant in overcoming these difficulties.

A child who knows the basics of playing a musical instrument does not experience such difficulties. He firmly grasped where the right, where the left hand. Knowledge is supported by clarity - in front of it, there are notes on which the parts of the left and right hands are clearly indicated. In the child, the concept of "top-bottom" is also fixed, although the piano registers are located horizontally. And reading sheet music is a specific spatial operation. Fingers make sounds in the absence of visual control, relying only on tactile sensations, metric basis and hearing.

Music lessons have an impact on the health of the child and in some cases are recommended by doctors. So, singing at an instrument or in a choir group develops the vocal apparatus, strengthens the vocal cords, improves speech articulation, and stimulates the respiratory system of the body.

Musical rhythmic exercises are based on the relationship between music and movement. Such exercises improve the child's posture, coordination of movements, the child develops a clear walk and ease of running. This is facilitated by the feeling of a strong beat, the desire to get into the beat of the music, not to get off the set rhythm. The dynamics and tempo of a piece of music contribute to the acquisition of quick response skills: changes in the speed of musical movement, the degree of emotional stress, the amplitude of the direction.

The influence of musical education on the formation of a child's character is indisputable. A child who makes music gets used to planning his time by the minute, and as a result, he manages to do much more than his peers. Such a child, in addition to music, is able to accommodate reading books, learning a language, playing sports in his usual day. At the same time, the little person learns to take responsibility for their work done or unfulfilled. A

child who is not busy with anything but school, after returning home, often does not find a place for himself, languishes with boredom, his days are wasted. The more and more actively the child is engaged in various activities, the less time he has left for antisocial activities. The aesthetic, moral and musical goals of education are primarily of a developmental nature. In the process of musical education, optimal conditions are created for the development of personality, and this happens only through activity. Music teaches a child not only to see, but also to reproduce what he saw, not only to hear but also to imagine what you hear. It develops all types of perception: visual, auditory, sensory, and all types of memory: visual, auditory, motor, figurative, associative.

Music develops imagination, without which it is impossible to master other types of arts. Music develops spatial and logical thinking. Music helps to be sensitive to the intonation of the voice, which contributes to the fidelity of what is heard when writing under dictation. Music teaches a child to daily work, fosters patience, willpower and perseverance in him, helps to control character and restrain emotions, and gives a special vision of the world around him.

It is necessary to teach children the musical disciplines: singing in a group, playing musical instruments. The goal of the teacher is to make music the property of not only gifted children who will choose it as their profession but also everyone who wants to touch and understand the musical culture since each of them can become a true lover of music - a listener, a participant in playing music. Teaching music contributes to the upbringing of a harmoniously developed, spiritually rich person.

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