

The Meaning of Uzbek Folk Instruments in Preschool Education

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ABSTRACT

folk instruments can be classified under the generally accepted division system: stringed (domra, harp, balalaika, beep); reed (accordion, accordion); wind instruments (horns, zhaleyka, flute, kugikly, jew's harp, whistle); percussion (spoons, tambourine, rattles, firewood, mallet). Performing on Uzbek folk musical instruments as a model for the manifestation and development of children's musical abilities, involving them in active musical activity, describes one of the forms of collective musical activity - playing in an ensemble. Playing in an ensemble enriches the musical impressions of children, contributes to the more rapid development of their musical abilities.

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Most folk instruments simultaneously perform several different functions: production (as a tool), magic (ritual), communicative (means of communication, information transfer), leisure (filling free and festive time). The separation of instrumental music into an independent type of folk art is a rather late phenomenon. Musical and poetic creativity of the people, an integral part of folk art, existing, as a rule, in oral form, passed down from generation to generation. Since folk music is known to all socio-historical formations, it should be considered not only as a component of folk art, but also, in a broader sense, as a branch of musical art. One of the main branches, which is usually compared with popular and academic music. There is also a definition of the term "folk music".

Preschool education is the level of basic education aimed at the versatile development of the personality of a child of early and preschool age in accordance with his age and individual capabilities, abilities and needs, the formation of his moral standards, the acquisition of social experience by him. Preschool education is a process necessary for every child. What is its purpose, objectives and essence? In order for children to be successful in school, they have mastered the skills of socialization and adaptation.

Early childhood education is different. It is based on many programs that kindergarten teachers and development centers are familiar with, as well as parents who are not indifferent to what habits children acquire during learning and learning about the world. Details about the result of preschool education for adults and children, what problems, forms, tasks, methods it has, how it affects the process of further education, children's character.

Preschoolers can receive knowledge not only in kindergartens, but also at home with their parents. If the child is not taught, it will be difficult for him to acquire skills that he can later use to achieve a good level of socialization, education, communication and adaptation in society.

Formation of the cognitive sphere - attention, imagination, thinking, speech, motor skills, memory, perception.

Preparation for schooling - daily routine, compliance with the rules of behavior and communication.

The development of the emotional-volitional sphere is the ability to cope with stress, manage your feelings, be able to say “no” and accept refusal.

Developing the habits and skills needed to "separate" from parents and educators during adulthood.

The ability to form and express one's point of view.

The ability to be part of the children's team, and then society.

Understanding and discovering one's own talents.

This area of education and support for children is based on the need to carry out corrective work with them if they have developmental disabilities. So, special preschool education is necessary for children with the following disorders:

vision and hearing;

sensory integration;

self-perception;

communications.

Also, special preschool education is needed when children differ:

pedagogical neglect;

low level of intelligence development;

have speech disorders;

psychiatric and neurological diagnoses;

varying degrees of mental retardation.

In classes with a child, specialists create an environment and conditions that are as comfortable as possible and help the child adapt, develop the cognitive sphere within their characteristics. Research results show that children with various behavioral or thinking disorders manage to achieve good success, they acquire good habits, gain knowledge and use it when teachers and parents constantly work with them.

A child, if you do not try to help him adapt to the social environment and do not engage in the development of his mental abilities, risks losing interest in the world around him and opportunities for learning.

The goals of preschool education should be clear to both parents and teachers, then it will be easier for the child to adapt and learn.

The question of a specific date for the birth of musical art, the origin of music, obviously, will forever remain open. There are many legends about the origin of music, for example, the ancient Greeks attributed a divine origin to music and considered music a gift from the gods, and the god Apollo was the patron of music and the arts, he was depicted with a cithara, a kind of lyre. From ancient times, a person expressed his feelings, attitude to the world around him in singing, and with the development of man, musical art also developed. It is difficult to imagine the music of a primitive man, but if you pay attention to modern tribes living in a primitive communal system, to their “singing”: onomatopoeia of the cries of birds and animals, simple tunes from repetitions of several sounds - is this not the beginning of musical art, although not distinguished by euphony. The first musical instruments include various kinds of beaters made of pieces of wood, stones. Bas-reliefs on the ruins of Assyrian temples, Egyptian frescoes, monuments on the territory of Uzbekistan have preserved for us images of musicians and musical instruments. Figurines of various musicians - lute players, flutists, drummers, harpists on the frieze. Seeing these ancient musical instruments and knowing how their modern counterparts sound, one can imagine the general musical sound of those ancient times. Central Asia is a region with a rich musical culture and traditions of the art of making musical instruments. For a long time, folk musical instruments evolved into the now existing classical forms of instruments with a well-developed appearance, sound,

and the use of certain types of materials in their manufacture. Uzbek musical instruments are distinguished by a variety of types of percussion, string and wind instruments. The most popular among percussion instruments are doira, nagara, kayrak, safail; among wind instruments - karnay, nay, surnay; among the strings - dutar, tanbur, rubab, gidzhak, chang.

The foundations of musical culture are laid in early childhood. It is at preschool age that the standards of beauty, spirituality are formed, knowledge is acquired, on which the subsequent aesthetic perception of art and the world around depends. The world of musical instruments is rich and varied. And not always at home, children have the opportunity to hear their sound "live". More often they hear music in an audio recording. Therefore, the musical director of the kindergarten is faced with the task of introducing preschoolers to the art of music, musical instruments, and finding new ways, modern methods, integrated technologies for teaching children to play musical instruments.

Musical creativity contributes to visual, auditory activity, develops musical memory, expands perception in general.

Playing musical instruments is one of the types of children's performing activities that are extremely attractive to preschoolers. The child hears and compares the sound of different musical instruments, learns to understand and love music.

During the game, the individual features of each performer are clearly manifested: the presence of will, concentration, emotional responsiveness, curiosity, and activity. Musical abilities develop and improve.

Learning to play musical instruments contributes to the development of fine motor skills of the fingers, the manifestation of imagination, creativity, and musical taste. This type of activity has an impact on the comprehensive development of the individual, has a great educational and educational value.

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