



**DEVELOPMENT OF COMPONENTS OF MUSICAL RHYTHMIC
MOVEMENTS IN FUTURE MUSIC TEACHERS BASED ON A
PEDAGOGICAL APPROACH**

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ABSTRACT

The article discusses the development society and quality education as more relevant my problem in everyone world today than ever and decision such question requires carrying out complex reforms in the system education and creation modern systems training.

KEYWORDS

musical-rhythmic movements,
musical-rhythmic competencies,
harmony of music and movement,
musical works, musical hearing,
memory, attention, feeling rhythm,
plastic expressive movement.

Introduction

In the world scientific, methodological and practical research is being carried out aimed at developing components of musical and rhythmic movements based on a pedagogical approach. In particular, pedagogical technologies for the development of musical-rhythmic components of the movement of future music teachers, musical-rhythmic competencies, and the study of pedagogical and psychological features of musical-rhythmic movements acquire priority importance. Also, based on the pedagogical approach, there is a need for a scientific substantiation of the development of components of musical-rhythmic movements of future music teachers.

The process of interaction between student and teacher in a musical culture lesson is based on personal communication. Directs and controls the musical activities of all students in the musical culture class without exception. It also supports interaction and peer control among students. The teacher's work in the classroom creates the basis for all students to master the fundamentals of knowledge studied in the lesson itself and to develop the necessary skills and competencies. Music actively develops children's feelings, especially emotional and aesthetic ones. Music actively influences the child's soul and plays an important role in the formation of his moral and aesthetic character. Therefore, the main goal of music education is to educate students in musical culture, which is an integral part of a person's spiritual culture. To achieve these goals, the music teacher faces the following tasks:

- increase students' interest in musical art;
- development of musical and artistic taste and need for musical activity;
- drawing up a range of knowledge and skills about music;
- development of a sense of artistic creativity during musical activity;

- moral and aesthetic education of children through the artistic and ideal content of works;
- in the process of studying music, instill enthusiasm for the profession and work.

In implementing these tasks, the level of professionalism of the music teacher is important. Musical-rhythmic activities like others __ kinds activities , develops in students comprehensive musical capabilities :

- develops musical capabilities;
- develop creative capabilities;
- formed skills execution rhythmic movements in the team.

Performance actions under sounds music activates in children feeling rhythm, that helps deeper learn musical material lesson by using actions students can show features character works.

By using rhythmic movements are fixed ideas about musical forms and laws musical development achieveness, that can just change character and direction movement.

Developing is not only musical-auditory impressions, but also formed performing skills and artistic tastes through expressive actions musical plays and productions songs. If them give task invent independent movement, they will come up with and execute his themselves, in accordance with the image and character music. Software music usually choose for staged dancing because her content and sequence movements are clear. Students find suitable classes together with the teacher. Teacher helps children during speeches, explains and shows how correctly and expressively fulfill new actions. In progress training actions are used introduction , explanation , poetic text . Bright comparison actions helps students correctly and expressively fulfill these actions .

At improvement movements under music recommended wide use technical facilities .This allows students get acquainted with new sounds acquaintances melodies, and the teacher makes sure the accuracy execution actions.

Music and movement connects spiritual and physical development leads to perfection. Questions communications music and movement repeatedly discussed in psychology , pedagogy , physiology , musicology.

I. Sechenov, B. Teplov, N. Alexandrova, M. Rumer, E. Konorova, N. Vetlugina, M. Palavandishvili and others have proven the positive effect of music on the general functional activity of the body. It should be noted here that the system of rhythmic education, laid down by the Swiss musician and teacher E. Dalcroze at the beginning of the 20th century, became widespread in many countries. The method of E. Jacques Dalcroze is based on the development in children of musical hearing, memory, attention, sense of rhythm, plastic expressive movements based on specially selected exercises. Musical-rhythmic motor activity includes three interconnected directions :

The first direction ensures musical development, that is the development of an ear for music, the formation of the ability to adapt movement to music, the acquisition of musical knowledge, the development of musical ear for music, the formation of the ability to subordinate movements to music, the acquisition of musical knowledge will help.

Second direction forms correct skills movements : walking (marchon , painting , fast , calm , athletic , solemn , sharp spring gait , etc.); step (high , on tiptoe , wide , soft , springy , hoofed , etc.); jumping (light , agile); rotations ; movement hands (soft , smooth , mobile); clapping hands (slow , hard , low , high , waving _ hands , pressing towards each other , sliding " plates " , sliding movement close palms); dance elements (from Uzbek folk dances " mirror " , " rope " , " throw " through shoulder " , " toss ball up " , clapping and movements arms to the sides , ball , polka , golop , elements dance waltz-

like type , etc.) .); rotation on socks , combination jumping with a springy step ; movement hands (soft , sharp); stand and change in different situations ; includes actions with objects (balls , ribbons , flags) .

Third direction sent on formation among students skills management movements bodies; clear and fast stop , change movements , etc.) .

Taking into account the areas listed above, it is worth noting the work chosen by the teacher in preparation for the lesson, which must be thematic, have motor skills corresponding to the topic of the lesson, deepen and consolidate specific musical and auditory impressions, musical knowledge, and it is necessary to develop performance skills. It is also important to decide which activities to use at the beginning and middle of the lesson. High quality and accurate execution movement children depends from understanding musical image and expressiveness execution work teacher.

Teacher must know training material by heart. In time movement necessary observe, see and correct errors students. It is necessary that student at first demonstrated all actions , especially for grades 1-2 . Because what desired result it is forbidden reach one only explanation . Demonstration movements enhances emotional response on music .

Future music teachers need to widely use musical and rhythmic activities when developing lessons in musical culture. To form music lessons with the help of musical-rhythmic movements, future specialists themselves must know about this type of activity.

The formation of future music teachers as qualified personnel depends on many factors, including the ability to listen to music, singing, playing an instrument, leading a choir, theoretical literacy (music theory, “data collection”), the main place being the perfect mastery of musical skills. -rhythmic movements. It would not be a mistake to say that the development of the components of musical-rhythmic movements within the framework of these factors is reflected in almost all educational activities.

Today, in secondary schools, the use of musical rhythmic movements in musical culture lessons is considered as a factor in the development of students’ musical abilities. The importance of using musical and rhythmic components in the process of music education is unique; such components serve to enrich the musical activity of a music teacher. Future teachers of music education must know all types of musical art in the course of their future teaching activities, in the implementation of all creative processes associated with musical activity. The meaningful conduct of classes on musical culture in secondary schools is a sign that the music teacher has become a mature team in all respects. The preparation of such qualified specialists is a great responsibility for professors and teachers of the music faculty of pedagogical universities.

The types of musical activities used in the lessons of musical culture in secondary schools are of great importance in raising students of perfect generations, in raising them in the spirit of love for the Motherland, nature, and parents. This type of activity is more effective for developing musical abilities, increasing interest in music and at the same time for meaningful and high-quality organization of the lesson.

Whether a future music education teacher will be a master of his craft depends on how well he can apply his musical knowledge to his teaching career. Musical-rhythmic movements are widely used in school activities, mainly in music lessons in elementary school. Teaching music education in primary school is the most important period in the formation of a comprehensively developed, morally and spiritually rich personality. It is during this period that primary school students develop their

imagination and imagination at a rapid pace, which has a great influence on the formation of creative qualities. The creation of a creative atmosphere in the classroom through musical and rhythmic motor activity depends on the pedagogical skills of teachers in order to interest students in musical science in primary school musical culture lessons.

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