

# TO DEVELOP STUDENTS' MUSICAL ABILITIES THROUGH PLAYFUL MULTIMEDIA PROGRAMS IN PRESCHOOL EDUCATION INSTITUTIONS

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**Abstract:** This article provides information on the theoretical foundations of the formation of musical abilities of students through the use of multimedia programs in preschool education. It also describes the conditions for organizing a music club in a preschool.

**Keywords:** music club, multimedia, education, musical ability, methodology.

It is known that the primary link in the system of continuing education is the preschool education system. According to the scientific conclusions of many experts and educators, 70% of all information and data that a person receives during his lifetime is received by the age of 5. Preschool is a period when a child's mind and thinking are just beginning to take shape. Therefore, in the process of training, the music teacher should teach children to feel the beauty of age-appropriate and understandable content of musical works, to understand their content, love for the Motherland, national pride, to distinguish bright means of expression, to independently distinguish 2-3 parts of music. should.

Recently, the use of integrated teaching methods in the implementation of music lessons in preschool organizations has become important. The reason is that the main goal of music lessons is to form in the child a love for his mother, human qualities. In this sense, it is natural that integrated lessons on the study of music become a broad picture. The integrated aesthetic form allows to emphasize the integration of art objects in music lessons, as an alternative system of teaching children art objects. Integration is a source of new evidence that confirms or deepens the teacher's observations and conclusions in various disciplines. They prevent students from getting tired and nervous by alternating different activities.

Today there is a lot of talk about the integration of educational and pedagogical activities in the system of preschool education. Scientists and educators are trying to figure out how to create a holistic program for children to develop a holistic understanding of the world and bring them closer together in different disciplines. The purpose of the integrated training is not only to acquire certain knowledge, but also to develop visual thinking. The general view of the world is presented through sounds, images, colors, and the child puts both the world and himself in the role of explorer.

The methodological basis of the approach to integration into education is the acquisition of basic knowledge and the establishment of interdisciplinary and interdisciplinary relationships in understanding the laws of the universe. This can be achieved by repeatedly returning to the concepts in different activities, deepening and enriching them, identifying important signs that are understandable at this age. Thus, any activity with a well-formed structure and order, which includes a group of concepts related to the subject, can be used as a basis for integration. However, the results of the analysis of concepts related to other activities, other subjects are included in the integrated training. For example, such concepts as "nature", "water", "beauty" are considered in science, music, fine arts. Concept analysis Lessons that address the knowledge acquired in other learning activities are considered integrated. Music lessons will be creative, free, as well as a holistic, logical sequence, with a unique method of transition.

Of course, conducting such classes requires a high level of skill and management from the music director. In integration lessons, the child does not sit quietly as a spectator. He actively and consistently participates in the training process. It is in such classes that children develop artistic thinking and imagination, develop aesthetic feelings. Today, all educational institutions, including preschools, are equipped with modern computer and information technology tools. The introduction of new computer and information and communication technologies in preschool education will change the goals, objectives and role of

teachers in the organization of integrated learning, as well as the formation of skills and abilities of teachers to use information technology.

The use of information technology in the education of preschool children is a complex issue and has been the subject of much debate. Nevertheless, the use of computer technology in integrated activities in the upbringing of preschool children and their development into full-fledged adults is having a positive effect. Today, information technology is widely used in preschool education to develop students' artistic and musical activities, reading texts, looking at pictures and distinguishing ideas through computer game programs to develop knowledge, skills and abilities to think and make independent decisions. In this regard, it is necessary to take a serious approach and pay attention to the effectiveness of computer game programs for the development of preschool children in the educational process.

Integrated music lessons should be organized in such a way that the use of multimedia technology in music lessons, every action performed in it should be correctly perceived, performed and imagined by children. The child should be able to understand every action in the multimedia program, think about how to do it and perform it. The lexical meaning of the term multimedia is a set of two words meaning multi-multiple media environment. The term has been interpreted in the scientific and educational literature as "multimedia", "multimedia environment", "multi-layered environment", and "media".

Today, the term multimedia is multifaceted and is used to refer to a variety of concepts. For example, *multimedia technology*; *multimedia product*; *multimedia computer*; *multimedia software* and so on. Multimedia is a special technology, based on software and hardware, which allows a computer to simultaneously represent textual, visual, and audio-visual information. When a didactic process is planned based on a set goal, it is easier to implement it. Therefore, it is important for the music teacher to create a map of the music lesson, because in the technological map of the lesson, each topic is created based on the capabilities and needs of the trainee.

The form or format of the training technology map depends on the experience, goals, and capabilities of the music director. Here are some exercises that a music teacher can use in an integrated music session with a senior and a preschooler. For example: "Listen and analyze" method; "Note games" method; "Find by voice" method; "Networks" method; "Interview" technology; Multimedia technology and others. Of course, didactic games play an important role in motivating students to play music. There can be no real mental development in children without play. The game is a spark that sparks their passion and interest in knowledge. We try to shed light on the theoretical and practical content of using these didactic games in integrated music lessons through multimedia technology.

The idea and objectives of the game are important for multimedia technology. As an example, we can cite the didactic game "Find in the voice".

Didactic game "Find in the voice".

**Game theme.** Listening to and seeing the names and types of folk instruments through multimedia technology.

**Purpose of the game:** The ability of students to think logically through the various aspects of the art of music, which form the basis of integrated music lessons in this game; listening culture, speech and memory; musical literacy and the ability to respond quickly and accurately are formed and developed.

**Course of the game:** The music director uses multimedia technology based on the types of musical instruments for the students. Each instrument placed in the training program is individually rated by the music director. Afterwards, the pupils say their names on a musical instrument. The child with the most correct answers wins. Conducting this game facilitates the process of providing students with basic information about musical instruments. In addition, their vocabulary increases, and they develop such qualities as responsiveness, intelligence, and creativity. Of course, the students' ability to answer the questions clearly depends on the music teacher's lessons on musical instruments and their types.

*In multimedia technology, the following can be provided:*

1-Do you know the names of the instruments on the screen?

**Answer:** *tanbur, rubob, guitar, piano, doira, chang, g'ijjak ...*

2. Which of the instruments that are blown on the screen can you tell the difference between their sounds and their names?

Answer: trumpet, horn, flute, neighbor .....

3-What are the names of the percussion instruments on the screen?

**Answer.** Doira, nog'ora, chang ...

If the children are unable to name or distinguish the instruments they see in the picture, or if they cannot find the right answers to the questions, the music director will work with the children individually to develop their knowledge of the instruments. In conclusion, the effective use of integrated multimedia lessons to increase the effectiveness of music lessons in preschool education not only increases the level of musical literacy of students, but also builds the professional competencies of music teachers.

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