

DEVELOPMENT OF COGNITIVE EMOTIONAL RESPONSE TO MUSIC IN CHILDREN

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Annotatsiya: Ushbu maqolada bolada musiqaga nisbatan idrok emotsional hozir javoblikni rivojlantirishning nazariy jihatdan asolari keltirilgan. Musiqa — inson hissiy kechinmalari, fikrlari, tasavvur doirasini musiqiy tovushlar majmui vositasida aks ettiruvchi sanat turi hisoblanadi shuning uchun ham maktabgacha yoshdan boshlab o'rgatish zarur.

Kalit so'zlar: Musiqa, inson, hissiy, kechinmalar, tasavvur, musiqiy badiiy obraz, idrok, emotsiya,

Abstract: This article presents the theoretical foundations of the development of perception and emotional response to music in children. Music is an art form that reflects human emotional experiences, thoughts, imagination through a set of musical sounds, therefore it is necessary to teach it from preschool age.

Key words: Music, human, emotional, experiences, imagination, musical artistic image, perception, emotion,

Music is an art form that reflects human emotional experiences, thoughts, imagination through a set of musical sounds. Its content consists of specific musical artistic images that represent changing mental states. He has the ability to penetrate deeply into the human heart and express this feeling of the soul vividly. The interest in music awakened from youth has a strong influence on the further musical development of a person, ensures the formation of other skills and tastes, cultivates a good musical taste. In addition, music clearly reflects the willful qualities of a person, his nature. These expressive and pictorial possibilities of music were highly appreciated by Eastern thinkers - Farabi, Ibn Sina, Jami, Nawai, Babur and others. According to the Greek philosopher Plato, the power of the state directly depends on what music, what tone and rhythm it plays. He believed that the country needs music that helps people to rise to the top. Aesthetic perception is

a combination of two main components: emotionality and comprehensibility, but imagination and movement moment-rhythm are also added to it. Music is a great source of aesthetic and spiritual mood.

We will be able to see the bright future of our country in the form of musical education of preschool children and its development. Taking into account the great impact of music on the child's emotions and formation, on understanding and feeling its content, the appropriate use of correctly presented musical works takes place in the category. The main source of the formation of musical images is directly related to the compatibility of nature and human speech, perception of beauty in the surrounding world. It is important to define the function and content of musical perception. These are determined by the general goals related to the all-round development of the individual, including the tasks of aesthetic education. Such tasks should be to attract children to activities in the field of music, to develop aesthetic perception and emotional assimilation of artistic music, to cultivate love for it, to develop musical ability, to form musical taste, and to develop children's artistic creativity. The most striking features of the development of musical perception in children are the sense of hearing, the musical ear, the quality and levels of emotional response to music of various natures. When properly organizing music lessons in a preschool educational organization, the music director should take into account the young characteristics and psychological development of each child. A child's perception of music goes through several stages in its development. Music and happiness are inextricably linked in the child's mind.

When choosing a repertoire for children of a small group, choosing more figurative works will help children to perceive these works through figurative imagination when listening and singing. Children begin to accumulate musical impressions based on the development of feelings, hearing, and perception. Day by day, the boundaries of perception of the environment expand, and certain feelings and images of children begin to form under the influence of music. Children act

figuratively to the selected works, for example: jumping as a rabbit, walking like a bear, helps them to easily perceive these works, they know familiar music, distinguish march, run, alla music, distinguish the quiet and cheerful nature of music, but it is young due to the strength of their characteristics, they cannot express it in words.

In addition, when working with 3-4-year-old children, the use of guided-visual methods: color pictures, toys, referring to various manuals will help a lot. At the age of 4-5, children detail the images, partially distinguish the contrasting characters of music, understand the forms and means of expressiveness of musical works. In order to create active activity during the training, the music director illuminates the content of the work through singing, playing, and listening through figurative and poetic words, stimulates the children's imagination, calls images involves him in the act of thinking based on the content to the content of the piece of music.

When the music director talks to the children about the studied works, it makes it easier for the children to understand these works, and the scope of the children's imagination expands. Children of this age respond verbally to the questions and demands of the music director. They can sing a small song independently without the help of adults, accustoming children to dance to selected works to a certain extent and perform many actions that allow them to play independently serves to further develop cognitive features. 6-7-year-old children's perception of the works they listen to can be summarized using the following terms: introduction, verse, refrain, tempo, dynamic signs, familiarity, differentiation, comparison of opposite and similar parts of the work, sound, rhythm, etc. They understand the character and means of expressiveness of the music and pay attention to the images of the game, so it is reasonable for the music director to choose larger works. Listening to works of various genres and teaching songs to children of this age helps to develop children's intellectual abilities. Based on the acquired knowledge and impressions of music, children can not only answer

the question, but also independently describe a piece of music, understand its means of expression, and feel the different moods conveyed by music.

1) Thus, the education of musical perception goes as follows:

2) Extraction of musical material

3) Systematization of education and training methods.

4) Using different stages of work

5) Using different themes of musical works.

6) Gradually increasing the complexity of musical works depending on the number and form of images.

The works of E. Mach, K. Stumpf, M. Meyer, O. Abraham, W. Köhler, W. Wundt, G. Reves and other foreign scientists also made a great contribution to the development of music psychology. Musical perception is a very complex and multifaceted process. As E.N. Fedorovich and E.V. According to Tikhonov, musical perception involves combining in the mind of the perceiver a large number of different elements belonging to different levels and systems. When studying the processes of musical perception, the following are analyzed:

a) connection of the result of perception with previous experience, which depends not only on the properties of the object, but also on the properties of the perceiving subject.

b) It defines qualitative differences in musical perception of professionals and non-professionals, children and adults, individual differences;

c) the temporary nature of music, which determines the need to perceive a continuous flow and its separate points at the same time, which is related to both individual psychic mechanisms and the content and structure of musical works;

d) formation of preferences for the perception of music of different levels of complexity (serious or light) in the public mind, which allows analyzing the socio-cultural characteristics of society

While perceiving music, the child should be able to feel its beauty and perfection. The main characteristics of knowing a musical work are integrity,

emotionality, consciousness and imagery. The whole provides the perception of a musical work based on the expressiveness of individual elements of musical speech: melody, harmony, rhythm, timbre. Emotionality means experiencing the beauty of the music, the feelings and moods evoked by the music.

Awareness is related to aesthetic evaluation and understanding of the content of music, its ideas, the nature of experiences and all the expressive means that make up the musical image. Finally, imagery is the listener's creation of an image of a piece of music based on his ideas about music as a whole and its particular means of expression.

The process of music perception begins in early childhood, the mental characteristics of the child at each age stage affect the course of this process and its results.

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