



## AGE FEATURES OF THE MUSICAL DEVELOPMENT OF CHILDREN

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**ABSTRACT:** - This article discusses the age-related features of the musical development of children, as well as the tasks of musical education in the musical education of preschoolers.

**KEYWORDS:** Preschool education, musical ear, timbre, musical education, musical activity

### INTRODUCTION

A child's abilities develop in the process of active musical activity. To properly organize and direct it from early childhood, taking into account changes in age levels, is the task of the teacher. Otherwise, sometimes there is a lag in development. For example, if children are not taught to distinguish musical sounds by pitch, then by the age of 7 a child will not be able to cope with a task that is easily performed by a younger one.

The most significant features of musical development are:

auditory sensation, musical ear;

the quality and level of emotional responsiveness to music of various nature;

the simplest skills, actions in singing and musical-rhythmic performance.

We note the general trends of age development.

First year of life. Psychologists note that children develop auditory sensitivity early. According to A. A. Lyublinskaya, on the 10-12th day of life, the baby has reactions to sounds. In the second month, the child stops moving and calms down, listening to the voice, to the sound of the violin. At 4-5 months, there is a tendency to some differentiation of musical sounds: the child begins to react to the source from which the sounds are heard, to listen to the intonations of the singing voice. From the first months, a normally developing child responds to the nature of the music with

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the so-called animation complex, rejoices or calms down. By the end of the first year of life, the baby, listening to the singing of an adult, adjusts to his intonation with a buzz, babble. [2]

Manifestations of emotional responsiveness to music, the development of auditory sensations allow musical nutrition from an early age.

second year of life. When perceiving music, children show brightly contrasting emotions: cheerful animation or a calm mood. Auditory sensations are more differentiated: the child distinguishes between high and low sounds, loud and quiet sounds, and even timbre coloration (a metallophone or a drum is playing). The first, consciously reproduced singing intonations are born; singing along with an adult, the child repeats after him the endings of the musical phrases of the song. He masters the simplest movements: clapping, stomping, spinning to the sound of music.

third and fourth years of life. In children, sensitivity increases, the possibility of a more accurate distinction between the properties of objects and phenomena, including musical ones. There are also individual differences in hearing sensitivity. For example, some babies can accurately reproduce a simple melody. This period of development is characterized by a desire for independence. There is a transition from situational speech to connected speech, from visual-effective thinking to visual-figurative thinking, the musculoskeletal system is noticeably strengthened. The child has a desire to make music, to be active. By the age of 4, children can sing a little song on their own, with little help from an adult. They possess many movements that allow them to dance and play independently to a certain extent.

fifth year of life. It is characterized by active curiosity of children. This is a period of

questions: "why?", "why?". The child begins to comprehend the connection between phenomena and events, can make the simplest generalizations. He is observant, able to determine: the music is cheerful, joyful, calm; sounds high, low, loud, quiet; in the piece there are parts (one fast and the other slow), on which instrument the melody is played (piano, violin, button accordion). The child understands the requirements: how to sing a song, how to move in a calm round dance and how to move in a moving dance.

The voice at this age acquires sonority, mobility. Singing intonations become more stable, but require constant adult support. Improved vocal-auditory coordination.

Mastering the basic types of movement - walking, running, jumping - enables children to use them more widely in games and dances. Some strive, without imitating each other, to fulfill a role in their own way (for example, in a story game), others show interest in only one type of activity, depending on the individual inclinations and abilities of each.

sixth and seventh years of life. This is the period of preparation of children for school. Based on the knowledge and impressions gained, children can not only answer the question, but also independently characterize the piece of music, understand its expressive means, and feel the various shades of mood conveyed by music.

The child is capable of a holistic perception of the musical image, which is very important for the education of an aesthetic attitude to the environment. But does this mean that analytic activity can harm the whole perception? Studies conducted in the field of sensory abilities and musical perception of children showed an interesting pattern. A holistic perception of music is not reduced if the task is to listen, to single out, to distinguish the most striking means of the "musical language".

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The child can allocate these funds and, given them, act in a certain way when listening to music, performing songs and dancing movements. This contributes to musical and auditory development, the assimilation of the necessary skills to prepare for singing from notes.

In children of 6-7 years old, the vocal apparatus is even more strengthened, the range is expanded and leveled, greater melodiousness and sonority appear. Songs, dances, games are performed independently, expressively and to some extent creatively. Individual musical interests and abilities are more pronounced.

Understanding the age characteristics of musical development allows the teacher to clarify the sequence of tasks and content of musical education of children at each age stage. The main task of education in kindergarten is the comprehensive and harmonious development of the child. This task is performed by music.

Musical education is the purposeful formation of a child's personality through the influence of musical art - the formation of interests, needs, abilities, and an aesthetic attitude to music. In this case, the child successfully learns various types of musical activity, if his individual characteristics and age capabilities are taken into account.

Musical development is the result of the formation of a child in the process of active musical activity. The individual characteristics of each child are of particular importance.

Development takes place:

in the field of emotions, from impulsive responses to simple musical phenomena to more pronounced and varied emotional reactions;

in the field of sensation, perception and hearing - from individual distinctions of musical sounds to a holistic, conscious and active perception of music, to the differentiation of pitch, rhythm, timbre, dynamics;

in the field of manifestation of relations - from an unstable hobby to more stable interests, needs, to the first manifestations of musical taste;

in the field of performing activity - from actions to show, imitation to independent expressive and creative manifestations in singing and musical-rhythmic movement.

Musical education and development require proper organization and targeted training. Teaching music is an educative process in which the teacher helps to accumulate musical experience, to acquire elementary information. In turn, the child actively assimilates this upbringing as a whole, and training in particular, in the words of the Russian psychologist L. S. Vygotsky, should "run ahead" of development and "pull" it along with it. Musical development is determined by the process of education and training. The level of development is determined by the behavior of children in music classes, creative manifestations in independent activities. If a child, on his own initiative, willingly sings, dances, plays music and does it expressively and correctly, then we can talk about a sufficiently high level of musical development.

It is very important in the process of musical education to take into account the characteristics and interests of each child. It is necessary to remember about the individually differentiated approach, which helps to control the individual development of children, to note the shifts that have occurred in their development and upbringing. In the process of collective lessons, the teacher

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provides for individual tasks of varying degrees of complexity, which makes them attractive to children and does not infringe on their interests.

A differentiated approach is also possible when the teacher offers different tasks to small subgroups of children (3-4 people each), taking into account their level of musical development.

An individually differentiated approach is necessary at all age stages of development of a preschooler, but the younger the child, the more he needs such an approach from the teacher.

All the provisions set forth in this article make it possible to determine the tasks of musical education in kindergarten, which are subordinate to the general goal of a comprehensive and harmonious education of the child's personality and are built taking into account the uniqueness of musical art and the age characteristics of preschoolers:

1. Cultivate interest in music. This task is solved by developing musical susceptibility, which helps the child to feel and comprehend the content of the heard works more sharply.
2. Enrich the musical experience of children by introducing them to a variety of musical works.
3. To acquaint children with elementary musical concepts, to teach the simplest practical skills in all types of musical activity, sincerity, naturalness and expressiveness of the performance of musical works.
4. Develop emotional responsiveness, sensory abilities and fret-altitude hearing, a sense of rhythm, form a singing voice and expressiveness of movements.
5. To promote the emergence and initial manifestation of musical taste on the basis of the received impressions and ideas

about music, first forming a selective, and then evaluative attitude towards musical works.

6. To develop creative activity in all types of musical activities available to children: the transfer of characteristic images in games and round dances; the use of learned dance movements in new, independently found combinations; improvisation of small songs, chants. To form independence, initiative and desire to apply the learned repertoire in everyday life, to play music, sing and dance.

The tasks of musical education of the children apply to all pre-school age. At each age level, they change and become more complex.

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