

**THE ROLE OF INTRODUCING AND TEACHING MUSICAL INSTRUMENTS IN
DEVELOPING CHILDREN'S AESTHETIC COMPETENCE IN PRESCHOOL
EDUCATIONAL ORGANIZATIONS THROUGH MUSIC EDUCATION**

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Annotation: The article presents information on introducing and teaching children to play musical instruments to develop aesthetic competence in preschool educational institutions through music education, and discusses ideas on introducing and teaching children to play musical instruments.

Keywords: World, social and spiritual, reform, education, upbringing, technology, generation, material and technical, qualification, pedagogical, international, norm, first, program.

INTRODUCTION

In the process of preschool education, the development of children's aesthetic competence plays an important role in shaping their emotions, creative thinking skills, and breathing. Aesthetic education, especially through musical instruments, helps children not only develop the basic concepts of art and culture, but also their inner world and aesthetic observation skills. Introduction to the world of music for preschool children helps them think, serves their creative and emotional maturity. Through musical education, children not only develop their ability to perceive rhythm, melody, and tone, but also opens the way to experiencing a wide range of aesthetic games and sensations. At the same time, introducing children to musical instruments forms the ability to think creatively and work independently, laying the foundation for a meaningful and complex set of skills.[1] Introducing and teaching children to musical instruments in preschool educational organizations is a key factor in improving their overall development and creative abilities, and is of great importance in the formation of children's aesthetic competence. This article analyzes the role, content and methodology of introducing children to musical instruments in the development of children's aesthetic competence.

The role of music in the educational process is especially important, since music forms refined definitions, feelings and aesthetic values in children. In preschool education, providing children with aesthetic knowledge through musical instruments and developing their creative abilities, in turn, is of great importance in their overall development. This article highlights the process of developing children's aesthetic competence through music education and the importance of introducing musical instruments in this process.

The main goal is to ensure the comprehensive development of the younger generation, to introduce advanced educational technologies implemented in foreign countries to our country, to further improve the preschool education system, which is the initial stage of education, to strengthen its material and technical base and expand its network, to provide qualified pedagogical personnel, to radically improve the level of preparation of children for general education schools, and to organize education in accordance with international requirements.

The importance of introducing children to musical instruments and teaching them to play them in developing their perception, talent, and thinking is a very complex process, and it is necessary to listen attentively to the performance, to be able to perceive the content and essence of the melody in the process of performance.[2] We know from human psychology that listening to, hearing, and performing music is hard work that must come from the heart. To master it, the unity of mind and consciousness is required.

Literature analysis and methodology

The importance of introducing and teaching children to musical instruments in developing their aesthetic competence in preschool educational organizations is widely covered, in particular, in modern pedagogical literature. Literature analysis and methodology show the importance of various pedagogical methods and age-appropriate methodologies in increasing children's aesthetic knowledge through music.

The main goal of aesthetic education is to develop children's abilities not only through art, but also to understand and express their feelings. Pedagogical scientists such as Ye.A. Passov and V.A. Kulnev consider aesthetic education to be an important task in forming a spiritual attitude to social life, that is, developing age-appropriate aesthetic feelings in children.[3] Musical education is a unique tool that serves to develop children's abilities such as distinguishing pleasant and unpleasant sounds, clarifying the concepts of rhythm and melody, and expressing feelings through colors and shapes.

A.V. Levin and T.N. Orlova emphasize in their works the importance of developing children's aesthetic abilities through music education. Musical education is an important tool in the formation of cognitive and creative abilities of young children. With the help of musical instruments, children have the opportunity to understand complex emotions, respond to changes, and form creative and emotional experiences. Based on the theories of G.V. Shasky and S.L. Rubinstein, they looked at the development of children's ability to understand specific and general emotions through music, as well as creative work. Music plays an important role in the development of children's aesthetic competence. T.I. Schmidt and E.M. Nebolsin, having studied the aesthetic knowledge and abilities of children, developed a number of effective methods for directing their education in the process of music education. They focused on the formation of various aesthetic categories in children through musical instruments, namely, competition, rhythm, phrasing, emotional skills. emphasize the need to pay attention to the design.[4]

The methodology for introducing and teaching musical instruments to children in preschool education to develop their aesthetic competence is based on various methodological and pedagogical principles. The main methods and techniques used in this methodology include the following:

Interactive and experimental methods. Interactive and experimental methods play an important role in providing aesthetic education to children through music. Through interactive methods, children develop their ability to play music, respond to sounds, and solve problems. The main goal of these methods is to fully involve children in the musical process and direct them to complex aesthetic experiences.

Storytelling and game methods in education. Storytelling and the use of games through music are also important in the formation of children's aesthetic competence. M.I. Frolov and V.M. Filippov emphasized the need to use stories and games in music education as necessary teaching

tools. Musical games allow children to play music and combine rhythm, sound and expressiveness.

Understanding and combining rhythm and melody. In music education, special techniques are used to understand rhythm and melody and combine them. Methods are developed that help children separate each component of rhythm and melody when working with music, understand their interrelationships. These methods serve to improve children's listening skills and direct them to aesthetic experiences through music.

Developing emotional orientation and creative thinking. Playing and using music affects the emotional world of children. One of the important methodological principles is the development of children's emotional skills. To achieve this goal, various ways of expressing and changing emotional states and feelings through music are used.[4]

Introducing and teaching musical instruments is an important pedagogical tool in developing children's aesthetic competence in preschool education. Musical education helps to ensure the emotional, aesthetic and creative development of children, to form their abilities to understand, express and perceive new aesthetic values. Based on the analysis of literature and methodology, effective methods and techniques for developing aesthetic competence in children through musical education have been developed.

In the 20th century, the representative of the Russian musical community A.T. Rubinstein defined it as "Incessant talent perishes, but persistent talent, even if it is not talented, gains fame."

Conclusion

It was found that in preschool educational organizations, familiarization and teaching with musical instruments is of great importance in developing children's aesthetic competence. Based on the analysis of literature and methodology, musical education is used as an effective tool in ensuring the emotional, aesthetic and creative development of children.

Musical education helps to form the ability to understand and express various aesthetic concepts in children, in particular, rhythm, melody, sound and emotions. Music also develops children's creative thinking, ability to express emotions, and ability to work with others.[5] The methodology shows the importance of using interactive, experimental, storytelling, and game-based music education as auxiliary methods. These methods serve to arouse children's interest and develop them through playing music. Thus, in the development of children's aesthetic competence in preschool education, education through musical instruments is important for their spiritual and creative development, and the effective and correct use of musical instruments in the educational process is required.

Discussion

The importance of introducing and teaching children to musical instruments in the development of children's aesthetic competence in preschool education plays an important role in the creative and emotional development of young people in modern education. The discussion includes a number of important points, along with the use of appropriate methods and techniques. Playing music to children is an important tool for developing aesthetic competence, forming their inner world and creative thinking, and serves to develop creative and emotional abilities. Musical education, of course, gives children not only aesthetic, but also spiritual knowledge, because through music, children not only get to know music, but also develop skills such as understanding and expressing emotions, changes and situations from it. At the same time,

pedagogical methods and methodologies are very important in solving problems for the effectiveness of playing and teaching music in the educational process. For example, It is necessary to develop methods that are appropriate for the age and psychological characteristics of children, and to present musical elements such as rhythm, melody, and sound to children in an understandable and interesting way. Also, inclusive and interactive directions of music education should be used to awaken children's firm views and interest in change. Another important aspect of imparting aesthetic knowledge to children through music is pedagogical analysis and age-appropriate methods.[6] It is important to use experimental and advanced methods in involving children in music, as well as to create opportunities for them to demonstrate their creative abilities through music through play and creative relationships. The impact of music education on the psychoemotional development of children requires a correct pedagogical approach aimed at increasing their creative and spiritual maturity.

As a result, in the development of children's aesthetic competence in preschool education, introducing and teaching musical instruments not only helps to increase children's technical knowledge, but also to form and develop their emotions, creative abilities. In this process, the compatibility of pedagogical approaches, methodologies and educational strategies is important in ensuring the aesthetic development and creative maturity of children.

Conclusion

Introducing and teaching musical instruments plays an important role in the development of children's aesthetic competence in preschool education. Musical education helps to form children's emotional and creative development, as well as aesthetic feelings. In this process, if children are given the opportunity to understand important aesthetic components such as rhythm, melody, sound and emotional expression through playing music, their creative thinking and ability to express their feelings will develop. Based on the literature analysis and methodology, it was determined that in order to increase the effectiveness of music education, it is necessary to use pedagogical methods and techniques in age-appropriate, interactive and experimental directions.[7] Through musical games, stories and creative activities, children increase their interest in playing music and form their aesthetic abilities.

At the same time, in order for music education not to negatively affect the spiritual, emotional and creative development of children, it is important to work with systematic, modern pedagogical methods and techniques, and to teach aesthetic concepts to young people through various musical instruments in an effective and interesting way. The importance of music education for young people is not only technical knowledge, but also plays a major role in ensuring their creative and spiritual growth.

Children receiving education in preschool educational organizations are the heirs of the future of our country. In this educational center, children develop a culture of mutual interaction, the qualities of kindness and friendliness, physical and spiritual, mental and moral, love for each other, mutual respect and tolerance, interethnic harmony, national and universal values, which have a great impact on their spiritual development.[8] By introducing children to musical instruments and teaching them to play them, which is part of music education, it serves as the main foundation for shaping their perception, talent, ability, and thinking.

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