

METHOD OF FORMATION OF MUSICAL RHYTHMIC ACTIVITIES

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Abstract:

Dance, musical games and performing actions with music are of great importance in the mental, aesthetic and physical development of schoolchildren. These types of musical activities have a positive effect on the child's overall development:

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First of all, his musical education, especially his sense of rhythm, musical memory will develop well. Because any type of movement is performed under the rhythm of music. Music tones associated with movement are firmly stored in the memory of students.

Secondly, as we said above, dance and musical movements develop the child's mobility and agility, exercise the body, and greatly help the growth of students' stature creates specific images in his mind, which help the child to express the patterns of movement with artistic gestures.

Therefore, the movement performed with music, the performance of musical-rhythmic movements is of special importance in the development of mental and aesthetic abilities and will of students. Music, dance and games quickly affect young students. Therefore, cheerful dance, interesting musical games attract the attention of every child. Therefore, it is clear that the importance of performing musical rhythmic movements of students during the lesson of music culture is also important. But if we take into account that dance lessons are almost non-existent in school education, it becomes clear how necessary it is to teach national dance methods to students from a young age as part of the music culture lesson. Therefore, it is a requirement of today's time for a music teacher to know (perform) the simple movements of our national dance art and to thoroughly know how to use them in the lesson. The students' sense of rhythm incorporates elements of various expressive actions, such as dance, games, performed with music. It is important to pay attention to the rhythm, tact and sentences of any type of movement, creating a logical



movement complex and performing it. In the program, a special place is given to dance and musical movements in the music culture lesson of the elementary school. After all, this activity is necessary for the development of students' musical abilities, in particular, the sense of rhythm and the ability to express the artistry of the work, as well as for their physical development.

In the 1st grade, students perform the rhythmic movements of the lesson and express the high and low levels of musical sounds through hand movements (up and down). Saying exercises, dancing to tunes such as "Andijan Polka", "Chittigul", "Piano" tunes (F.Nazarov's "March", "Asp bolaman", "Bahor kilid"). They also perform movements to the tunes of "Ufori" and "Duchava". By the fourth quarter, they conduct the class performance and conduct ("Students and Geese"). stepping ("Usmaniya", "Kari navo", "Marsh") and making expressive movements with the hands typical of dance tunes "Oftobjon-ortoqjon" tune, dance movements corresponding to the music descriptions ("I threw the apple", "Factory") perform musical game expressions ("Let's play Inoq"). In the 3rd grade, students find dance movements suitable to music and dance ("I threw the apple", "Jonon" and other dance tunes). Effective use of musical instruments plays an important role in conducting this type of activity of the lesson. In particular, the use of folk instruments in teaching national dances, such as "Chertmak", "Ufor", "Andijan polka", "Jonon", etc, arouses great interest among students. Effective use of folk musical instruments, students' timbre learning develops well, and secondly, students get to know national musical instruments. The activity of performing musical rhythmic movements in the lesson of music culture develops students' rhythmic feelings. The game also incorporates elements of various expressive actions. It is important to pay attention to the rhythm, tact and phrases of any movement, creating a set of logical movements and performing it. It is necessary to teach the students to walk together with the music lesson when they move during the march. So, musical games belong to didactic games according to their purpose and function, and they are mainly characterized by the fact that they are performed as a means of movement. It is appropriate to pay special attention to teaching. For example, it is necessary to perform two-part dances suitable for two-part music, and three-part dances for three-part music. For example, take the Uzbek folk dance "Andijan polka". When teaching this music, the teacher can choose a dance form that is



suitable for students. Taking into account the possibilities of the class, the teacher can play the "Andijan Polka" in a two-part full form, excluding the big peak, and teach it in three parts as well. Therefore, it is necessary to choose the elements of dance according to the logical parts of the music. Exercise helps a lot in teaching games and dances. After all, any dances and games are made up of specific details. Therefore, before teaching some games and dances, it is appropriate to teach some elements of movement in them as a preliminary exercise. When performing dances and games, it is necessary to pay attention to the creativity of students. It is known that students imitate adults and often perceive games and dances taught by teachers as their own creations. That's why students try to create "new" dances by imitating the teacher. Of course, among the students of the class there are students who are inclined to dance, and talented ones. The teacher can use such students' dance as an example in managing this activity. Thus, the performance of musical rhythmic movements is intended for elementary school students in the music culture class, and is a special study in the development of students' musical abilities. It should be emphasized that this activity type of the lesson is not always given enough attention. As a result, the set of lesson elements and activities is not complete, it becomes difficult to achieve the goals set in the training, and this leads to a boring, passive passing of the lessons instead.

Conclusion

In the modern music culture class, among other activities, special attention is paid to the elements of performing musical and rhythmic movements of the students, and the importance of achieving meaningful, interesting and effective performance in all respects, the music teacher and the staff of this field very important for future professionals.

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