

PAPER

REQUIREMENTS FOR MUSIC DIRECTORS IN FOSTERING CHILDREN'S INTEREST IN OUR NATIONAL MUSIC

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Abstract

This article discusses the importance of awakening children's interest in national music at the preschool education stage, fostering their appreciation of cultural heritage and awareness of their national identity, the role of music leaders as key pedagogical figures in this process, engaging children in musical activities, developing a sense of rhythm and melody, and ensuring the correct presentation of national songs and traditional vocal instruments.

Key words: In children, national, interest in music, upbringing, not only, through song, dance, increases, games, interactive, activity, holiday.

Our national music plays an important role in the aesthetic thinking, national identity, and spiritual development of children. Stimulating children's interest in national music at the preschool education stage ensures their appreciation of cultural heritage and awareness of their nationality. In this process, music directors emerge as the main pedagogical figure, as they are responsible for involving children in musical activity, developing a sense of rhythm and melody, as well as correctly presenting national songs and traditional vocal instruments. Cultivating children's interest in national music is carried out

not only through songs and dances, but also through musical games, interactive activities, and festive events.

Therefore, music directors are required to possess high pedagogical qualifications, knowledge of national music, children's psychology, and the ability to effectively organize creative activities. It is also important that music directors, taking into account the individual characteristics of children, provide them with the opportunity to develop independent creative thinking and musical freedom. In this process, they will also be tasked

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with explaining the value of our national music and conveying its historical and cultural significance in a simple, appropriate way to children.

1. Main tasks of the music director and pedagogical requirements – the tasks of music directors in fostering interest in national music in children cover several areas:

- • knowledge and understanding of national music – the music director must know national songs, traditional dances and musical games well, knowledge about the history of national music, melodic and rhythmic features, traditional instruments is conveyed to children clearly and understandably;

- • pedagogical and psychological skills – organization of classes taking into account the age and psychology of children, identifying the individual abilities of each child, developing their creative and emotional freedom;

- • creative and interactive approach – teaching national songs and dances through interactive methods, singing, dancing, participating in musical games, giving children the opportunity to combine their creative thoughts and actions, developing imagination and musical feelings;

• 2. Methods of effective use of national music at holidays and classes:

- • upbringing through songs and dances – national songs form national identity and cultural dignity in children, dance and active games help develop rhythm, muscle control and motor skills in children;

- • interactive lessons and mini-performances – during holidays, children can perform acts of national heroes, receive historical and cultural knowledge through songs and dances, in the process of which the music director teaches children to work together, exchange ideas and creative freedom;

- • use of national musical instruments – giving children the opportunity to work with simple musical instruments such as xylophones, drums, doira tayamots, developing a sense of rhythm and melody through instruments, arousing interest through musical experience;

• 3. Formation of interest and respect in children:

- • music directors should answer children's questions to cultivate respect and interest in national music, explain the meaning of national songs and dances, it is important to support and

encourage children's creative initiative in lessons;

- • fostering an interest in national music not only awakens aesthetic pleasure in children but also helps them appreciate national values and cultural heritage.

4. Concluding aspects of the requirements for music directors: • pedagogical knowledge and skills – knowledge of child psychology and pedagogy, a deep understanding of national music and the ability to effectively convey it;

- use of creative and interactive methods, stimulating children's imagination and freedom, purposeful and gradual use of national music in holidays and classes.

When these requirements are effectively met, children develop an interest in national music, value national culture and traditions, and develop creative and communicative skills.

Music lessons, in which children participate in preschool educational organizations, are of great importance in their upbringing, development of their worldview, and formation of their psyche. Music leaders and staff conducting music lessons must possess not only specialized knowledge, skills, qualifications, pedagogical abilities, and mastery but also psychological knowledge. In music lessons, children simultaneously listen to music, sing songs, perform rhythmic movements corresponding to the music, and learn children's musical instruments. It is crucial for the music director to integrate this process and apply all their knowledge. It is said that a music instructor must know how to play a certain instrument, which is often only a piano, but it is also advisable to know how to play several of our national instruments so that it is interesting and useful for children. During the lesson, the music instructor or teacher should be able to tell children about music in a very interesting, literate, and meaningful way, including various illustrations.

It is advisable for music directors and staff to know folk songs and folklore samples and teach them to children. After all, our folk songs and musical folklore works are both easy and interesting for our preschool children to learn, where you can find various interesting scenes for children. The rich artistic oral creativity of the Uzbek people has actually been and continues to be helpful to people in all spheres. This creativity can be effectively used in the process of raising our children, and its effective

results are currently being substantiated by science. It is not without reason that our ancestors did not effectively use folk oral art in raising their children. They knew very well how wide the influence of these songs and epics was.

Doctor of Philological Sciences, Professor G.S. Vinogradov emphasized: "Folklore is the greatest, universal, didactic, and developmental source in the upbringing of children." Folk songs are one of the brightest works of musical folklore, and it is important that they enter the lives of our children as the basis of Uzbek musical culture, amazing with their deep content and perfect structure. Nothing can replace folk songs in the upbringing of children in the early period, especially in preschool age. Folk songs develop children's speech, develop diction and articulation, and enhance the ability to express thoughts clearly and distinctly.

Folk songs should definitely participate in the upbringing of children until adolescence. Only then will the child grow up morally healthy, deep-thinking, and broad-minded. The simple structure of melodies in folk songs, bright appearance, and satire make even the most shy and inactive children sing. If music directors, in the process of preparing children for various events held in preschool educational organizations, widely use our national music, folk songs, and folklore samples rather than European or Russian musical culture, we will not only achieve a beautiful upbringing for our children but also contribute to the vitality of the invaluable heritage left by our ancestors.

The requirements for music directors in fostering children's interest in national music are multifaceted, such as pedagogical knowledge and skills, a deep sense of national music, a creative approach, and an understanding of children's psychology. Music directors should involve children in musical activities through national songs, dances, and traditional musical games, as well as instill in them respect and interest in national music. Children's interest in national music is not limited to technical knowledge, but also develops by enriching their emotional and aesthetic worldview, forming a love for national culture and traditions.

Therefore, music directors must ensure creative freedom for children by applying modern pedagogical methods and interactive techniques. In fostering children's interest in national music,

music leaders should be active not only as educators but also as educators, psychologists, and creative leaders. When these requirements are effectively met, children not only understand and appreciate our national music, but also form their national identity and can effectively participate in creative activity.

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