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NEW METHODS OF TEACHING IN MUSIC LESSONS AT THE KINDERGARTEN

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Abstract: Our research study, which included preschool teachers and parents, sought to determine how much time families and kindergarten classes spend singing or listening to folk songs and playing folk instruments, as well as the level of interest in folk music among preschoolers, their parents, and their teachers.

Spiritual need is defined as a set of higher needs formed under the influence of society in activities aimed at increasing the level of development of the individual and society. The spiritual needs of the individual are a means of self-preservation and the development of society.

Among the various human needs of modern society, the need for aesthetic activity, that is, the practical creation of aesthetic values, occupies an important place. Aesthetic need shows a multifunctional feature, is the basis of the entire process of aesthetic development of a person and, accordingly, is the most important factor of aesthetic education of a person.

The subsystem of information is the system of knowledge about music. These include musical feelings, perceptions, ideas, concepts, views. All of them are the reflection of the musical mind of the individual, phenomena, features, relationships of the world of music art. An aesthetic attitude is a unique reflection of reality, manifested in all stages of the aesthetic development of any thing, phenomenon, including art. The aesthetic attitude is characterized by the active initiation of the subjective factor in the perception of the object, therefore it is highly creative. The ability and wealth of a person's aesthetic attitude to art largely determines the level of development of his creative abilities and culture, which is an indicator of the level of development of a person: his values, judgments, ideals, feelings.

A prerequisite for the development of musical culture is the acquisition of the experience of perceiving high artistic examples of musical art.

In psychology, the concept of "perception" is found in two interpretations. In the narrow sense of the word, these are the actions of perception given to our sense organs at a certain time, which are considered as a reflection of the sum of individual properties of objects and phenomena of reality.

Perception in a broad sense means finding various connections and relationships in the perceived object, interpreting the properties of objects, and various thinking activities.

The adequacy of musical perception is based on the analytical and synthetic activity of the mind, which is aimed at mastering the stylistic movement, form and thematic description of the musical material.

As mentioned above, the act of perception is inextricably linked with various acts of thinking and experience. Aesthetic experience is a specific mental state of the body due to a certain strong feeling. When listening to music, aesthetic objects cause many reactions, but among them, as a rule, a certain strong impulse that causes one or another state is distinguished [178, p. 43]. Complex pieces of music can evoke different emotions. The aesthetic experience combines the emotions caused by the music and the consciousness of the music itself.

Aesthetic feeling combines emotional and intellectual attitude to music, which in its direct manifestation is the highest stage of development of human sensitivity, a response to the influence of reality. N.I. Kiyashchenko and I.L. Leizerov is an emotional reaction that reflects the level of a person's spiritual life, his present and future desired and beautiful idea. Thus, the aesthetic sense, if it turns into an aesthetic experience, can become an indicator of the child's entire spiritual culture.

Operative subsystem of a person's musical culture is a combination of all types and forms of musical activity and the elements formed on their basis: skills, habits, methods. This subsystem is formed in the process of music education.

Active is a multifaceted process of creating conditions for the existence and development of a social subject, changing social reality in accordance with social needs. Aesthetic activity is a special type of spiritual and practical activity. All its directions are characterized by an aesthetic principle that helps to change reality and develop "the aesthetic creative ability of man" [94].

Activity, including music, consists of a large number of movements aimed at solving the closest simple task. If the movement is repeated many times, it is gradually mastered and becomes a skill. A combination of skills makes it possible to cope with more complex movements and master activities. The assessment subsystem of a person's musical and aesthetic culture includes a deep personal element of value ideas formed on the basis of musical perception and creative experience. It is related to the formation of aesthetic taste, musical-aesthetic evaluation, attitude, belief.

Aesthetic taste is one of the most dynamic aspects of life, it is in constant renewal and change, preserving the deep principles of society and the aesthetic attitude of man to reality.

The development of musical culture in preschool children is indeed an important area of psychological and pedagogical research. It involves understanding how children acquire musical skills, knowledge, and appreciation, and how these abilities impact their overall development.

Psychological-pedagogical research in these areas can provide valuable insights into the benefits of music education for preschool children and inform the design of effective music programs and interventions. It can also contribute to understanding the role of music in children's overall development and well-being.

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1. Musical Perception and Sensitivity: Researchers explore how children perceive and respond to musical elements such as rhythm, melody, pitch, and timbre. They investigate the development of children's auditory discrimination skills and their ability to recognize and differentiate musical sounds.

2. Music and Cognitive Development: Studies examine the relationship between musical experiences and cognitive skills in preschool children. They investigate how musical activities stimulate various cognitive processes, including attention, memory, language development, and problem-solving skills.

3. Emotional and Social Development: Researchers explore the emotional and social benefits of engaging in musical activities. They examine how music can evoke and express emotions in young children, promote social interaction and cooperation, and contribute to the development of empathy and emotional intelligence.

4. Motor Skills and Coordination: Investigations focus on the relationship between music and the development of fine and gross motor skills in preschool children. Researchers study how activities like singing, dancing, and playing musical instruments enhance children's coordination, body awareness, and rhythmic movement abilities.

5. Musical Creativity and Expression: Studies explore the development of children's musical creativity and self-expression. Researchers investigate how musical experiences foster imagination, improvisation, and originality in preschoolers, and how they develop their own musical preferences and tastes.

6. Parental and Educational Influences: Researchers examine the role of parents and educators in fostering children's musical culture. They investigate how parental involvement, exposure to music at home, and quality music education programs impact children's musical development.

7. Cross-cultural and Individual Differences: Studies explore the influence of cultural backgrounds and individual differences on the development of musical culture. They investigate how children from different cultural contexts engage with music, and how factors such as gender, temperament, and learning styles affect their musical experiences and preferences.

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Overall, emotional and social development skills in preschool play a vital role in helping children establish healthy relationships, navigate their emotions, and thrive in social settings. The development of musical culture in preschool children is a multidimensional research problem that requires both psychological and pedagogical perspectives. By studying the cognitive, social, emotional, and physical aspects of music education in this age group, researchers can provide valuable insights to inform the design of effective music programs that support the holistic development of preschool children. In conclusion, music has a profound impact on cognitive development by enhancing language skills, memory, attention, mathematical abilities, executive functioning skills, emotional intelligence, problem-solving abilities, and creativity. Incorporating music into educational settings can be a valuable tool for promoting cognitive development in individuals of all ages.

During the preschool years, children begin to develop important emotional and social skills that are crucial for their overall development.

It is important for children of preschool age to give an understanding of music gradually, in a figurative form, to contribute to the collection of initial directions in its language, to realize the possibilities of musical expressive means. When perceiving music, children distinguish its mood, changes, visual elements, bright means of musical expression, etc. At the same time, thinking mechanisms such as comparison, analysis, synthesis work and develop, children's figurative speech develops. Thus, the perception of music is an active process that requires the child's attention.

Conclusion: Summarizing the above, we can conclude that in practical activities, a person communicates with the spiritual experience of humanity through a piece of music. The dialectic of the relationship between the form and content of a musical work creates a new artistic meaning that is personally important for a person.

Thus, considering the moments related to the features of music as an art, the features of musical-aesthetic perception of preschool children and the features of musical activity that jointly determine the specific features of music culture, we can draw the following conclusions:

1. The musical culture of older children of preschool age is understood for us as an integral personal quality that is formed in the process of systematic, purposeful education and upbringing, its content is manifested in different levels by the conscious value attitude to music.

2. The development of musical culture is a necessary condition for the formation of a person's spiritual culture. According to the structure of musical culture, the following directions are distinguished: musicality, motivation, information, operability, assessment (R.A. Telcharova).

3. The musical culture of older preschool children has an aesthetic orientation and includes thinking and imagination, an emotional-evaluative attitude to creative activity.

4. Music culture has a specific personal-individual character due to the biopsychological characteristics of a person (musical abilities, imagination, intelligence, thinking ability, etc.).

5. The formation and development of musical culture does not happen immediately, but gradually, passing through certain stages, although they do not have clear boundaries, the clear separation of one from the other differs to one degree or another. Thus, we can say that distinguishing the features of music as an art, the features of musical and aesthetic perception, as well as the features of musical activity allows us to justify their influence on the development of the musical culture of preschool children.

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