

MUSIC AND HARMONY OF MOVEMENT IN THE ACTIVITIES OF MUSICAL AND RHYTHMIC MOVEMENTS

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ABSTRACT

In this article, musical-rhythmic movements are as important as other types of activities in the all-round musical development of students. They develop musical and creative abilities, and the skills of working as a team are formed. The educational value of performing movements to music - the sense of rhythm is activated, the mastery of musical material deepens. It is said that performing movements helps to monitor the development of the musical image and that this is important for the health of the body.

Keywords: rhythm, dance, movement, harmony, rhythm, march, game, education, upbringing, environment, learning, culture, spirituality, beauty, sophistication.

INTRODUCTION

It is well-known that in the pursuit of musical discipline, children need to be taught not only to perform musical works, but also to understand music emotionally and spiritually. Basically, children hear music in the process of singing. According to the manual, the teacher performs it himself to the children before singing. This is extremely rare for students to hear and perceive music. To do this, the teacher must first teach the students to listen to more complex songs and songs than the songs they sing. That is why the teacher himself is required to be able to perform high-level music and sing. Unfortunately, not all teachers have such an opportunity at the moment. Musical and rhythmic movements are as important as other types of activities in the musical development of students in all aspects. They developed musical skills, creative abilities, and developed skills to act as a team. The educational importance of performing a musical-friendly movement - a sense of rhythm - is activated, and the learning of musical material deepens. Performing actions will help you to monitor the progress of musical imagery. The ability to listen carefully to music and express their emotions in movements affects the student's ability to control his or her movements. Musical and rhythmic movements are one of the team activities. Primary school students have excellent movement coordination in walking, running and jumping. Under the sounds of music, they play with their own taste: they play the belly, spit it with their feet, perform expressive movements with various objects, in particular, with copies, sticks, ribbons, artificial flowers, simple musical instruments. It's their unique to feel the unity of music and movement. This quality is the key to the development of musical performance skills in children's musical-rhythmic activity. Due to the limitations of time and the lack of a special room, it is inappropriate to perform movements in music classes, but they also perform certain dance elements sitting or standing. Musical-rhythmic movements, like other activities, develop students' musical abilities in all aspects:

- Music develops;
- creative skills;

- the skills to act as a team have been developed.

Performing actions under music activates a sense of rhythm in children. This has educational implications for helping to further master the musical material of the lesson. With the help of actions, students will be able to show the movement characteristics of the work. Musical-rhythmic movement is the moterplastic processing of musical material based on activity. It enhances the emotional impact of music. All of this is the result of the combination of music, its movement, its mood, and the harmonious skills and skills of movement, and the goal is achieved. With rhythmic movements, impressions of musical forms and musical development laws are strengthened. It can be achieved only by changing the movement and direction of movement. Musical plays, staging of songs, through expressive movements, not only develop musical and hearing impressions but also developed musical abilities and artistic skills. If they are tasked with thinking about independent action, they will think and perform movements themselves in accordance with the image and movement of music. Programmable music is usually selected for staging dances, as its content and sequence of movements become apparent. Students, together with the teacher, find appropriate actions. At the time of execution, the teacher helps the children, explains and indicates that new actions need to be done correctly and expressively. In the process of teaching actions, input words, tulips, and poetic text are used. A vivid comparison of actions will help students to perform these actions correctly and expressly. It is recommended to use technical tools extensively when improving movements under music. This allows students to get acquainted with the new sound of familiar songs, and to ensure that the teacher performs the movements accurately. It can be said that the harmony of music and movement interconnects a person's spiritual and physical development and directs him to perfection. The issues of the interrelationship of music and movement have been considered many times in psychology, pedagogy, physiology, and music.

The first provides musical development, namely, the cultivation of musical hearing, the development of musical adaptation skills, the mastering of musical knowledge; the development of musical and musical hearing, the ability to subject movement to music, and the development of musical knowledge.

The second direction develops the right mobility skills: walking (marshna, personality, trigger, calm, sports, step (high, soft, pruning, chorovodli, etc.); jumps (lightweight, moving); hand movements (soft, ohista, moving); left (slow, hard, low, high, handshakes, holding close to each other, holding the earrings close to each other syringe movements); dance elements (such as "window", "rope", "elbow launch", "horse up the ball", hand movement on the left and side, balls, floors, golops, valves, etc.); rotation at the tip of the legs, the harmony of jumping with a pruning step; hand movements (thin, sharp); stay and change in various situations; includes moving with objects (with copies, lenses, flags).

The third direction is aimed at developing body movement control skills in students; clear and fast stop, change of movement, etc.).

What actions are intended to be used at the beginning and in the middle of the lesson will also be of particular importance. The quality and precision performance of movement by children depends on the sounds of the musical image and the expression of the teacher's work. The teacher should remember the educational material. During action, he needs to monitor, see, and correct readers. The reader must first show all the actions himself, especially in grades 1-

2. Because only by swallowing alone can the desired result be achieved. Displaying actions strengthens emotional response to music.

It is intended to use figurative words, tulips, and poetic text in the teaching of all actions. Vivid comparisons of actions can help students to perform actions correctly and expressly. For example, the words "My young toy" help children to quickly, lightly, move, take a high step and understand the expression of jumping movements. This allows you to feel the contents of M. Otaoev's play "Toy", the characteristics of the musical image in it, the shape of the poem, and the conscious tuShunish. Technical means of teaching should be used extensively to perform musical activities. It allows students to show a familiar work in a new interpretation, in a shouting, to monitor the quality of the actions taken by the students, and to make changes where necessary.

Once the students have mastered the exercises given for a specific purpose, special tasks will be included in the lesson: to demonstrate the movement characteristics of the musical image in action and to develop skills to perform. Example: they learn to move differently in different movements of the march: in sports marsh - on the trigger, on the toy march, at the tip of the legs; With a high step on the military march, etc. You can use S. Abramova's song "Marsh." To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable planning, a brochure has been prepared in Uzbek. You can enter the classroom under the song "Qari Navo." The simplest dance action elements are the belly and foot spitting. With them, readers build their impressions. In movements, great attention should be given to mastering the rhythmic picture. Students' attention should be focused on stops, a change in smooth movement, a punctuated rhythm of marsh music. This can be taught by means of the play "Who Is Walking?" Here the children are divided into several groups: the first group walks to the music of the Turns, and stops on one foot; under the second group-train music, the speed of movement increases and stops slowly; the third group - jumping under the music of "Frogs". When we use games like this, children will have an active sense of rhythm, and the ability to listen to music more deeply will increase. Students of this age think about actions themselves. The teacher then focuses on the expressive performance of movements, as children can relate to music, helping them to develop the ability to apply movements in familiar musical games. Children need to clearly notice changes in the means of movement and expression of music. Impressions of musical speech elements and expression tools are strengthened in creative tasks. During the development and perfection of his system, Jacques-Dalkroz also attracted representatives of various professions— teachers, musicians, doctors, and later theater workers and musicians. "Our training consists of general preparations for art," said Jacques-Dalcrosis and those words, correctly describing the essence of dead discipline in rhythm¹. Music and movement form the main means of rhythmic activities.

Instead, it's important to say that in music culture classes, we need to pay special attention to dance and musical movements. This type of activity is important for students' musical abilities, especially their sense of rhythm and methods and the art of the work, as well as for

1KonorovaY. Rhythmics. Choh'lponnomynashriyot-matbaaijodiyuyi. -T. 2006.

their physical development while developing their performance skills. As the great cosmopolitan scholar Abu Ali ibn Sino put it - if the vibration stimulates the body, music nurtures spirituality. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you.

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