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TYPES OF MUSIC ACTIVITIES IN SCHOOL EDUCATION AND THEIR ROLE IN CORRECTIVE WORK WITH CHILDREN WITH SEVERE SPEECH DEFECTS

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ABSTRACT

The article discusses the problems devoted to the importance of musical activity in kindergarten as a means of corrective work with children with severe speech impairments.

The author identifies the main types of musical activity and explores their influence on the process of correction of speech disorders in preschool children.

KEYWORDS

Musical activity, correction, listening, singing, musical rhythmic movements, elementary music making.

INTRODUCTION

Today, modern preschool pedagogy is directed to the implementation of correctional works using various art forms. Music is one of the most important means of development and upbringing of a child with severe speech impairment. Through music, the child can be actively included in the environment of cultural and educational society. V.M. Bekterev, I.M. have been interested in the problem of the effect of music on the human body for a long time. Sechenov, G.P. It is reflected in the works of other research scientists, such

as Shipulin. Music has a beneficial effect on the respiratory system, movement system, cardiovascular system of the human body. Music activities in kindergarten help to correct the deficits characteristic of children with speech disorders. In addition to speech disorders, children in foster care have disorders of fine and articulatory motor skills, there is a lack of processes such as attention, speech perception, memory, visual orientation. At the same time, musical activity ensures the training of the hearing organs, the

development of the respiratory organs, the development of abilities such as flexibility, endurance, and freedom of movement. It leads to the correction of incorrect pronunciation and "lubrication" of speech.[1]

Duties of music director.

Based on the specific characteristics of children, the correctional general tasks of music education (according to N.A. Vetlugina):

1. Increase love and interest in music. This task is solved by developing musical perception and musical hearing.
2. To introduce children to various works to enrich them with musical impressions.
3. Development of skills in all types of musical activities: singing, listening, musical-rhythmic movements, playing musical instruments.
4. Development of general musical learning by developing basic and non-basic musical skills.
5. Helping to educate and form musical taste based on the first impressions of music.
6. Use of all types of musical activity (singing, listening, musical-rhythmic movements, playing on children's musical instruments) and forms (training, early and recreational activities, independent musical activities, and music in everyday life) for the comprehensive development of the child.
7. Development of creative activity in all types of musical activities available for children. This is a very difficult but very important task for children with speech disorders: its solution relieves tension in the

child, helps him to feel lighter mentally, to feel freedom of movement and perception.[2]

Musical education is carried out taking into account the specific characteristics of children with speech disorders and, in addition to solving musical problems, includes the following corrective tasks:

1. Mental health: belief in one's own abilities, patience, strong will characteristics. Helping every child to feel their achievements, to be able to express themselves in any musical activity, to develop more fully.
2. Normalization of mental processes and characteristics: the ability to control memory, attention, thinking, mental sensitivity and inhibition processes. Communicating with music helps to develop attention, trains hearing organs. Much attention should be paid to the development of more musical learning focus and musical memory. In this case, the primary auxiliary activity is well-developed musical perception-listening activity.
3. Strengthening of the movement system, training: development of balance, freedom of movement, elimination of excess muscle tension. Finding direction in the environment, coordination of movements, development of breathing; to educate the correct stature and correct gait; formation of movement skills and competencies; develop agility, strength, patience.
4. Correction of a number of speech defects: incomprehensible pronunciation, rapid speaking, swallowing the end of words.[2]

Conditions for effective work with children.

To solve such difficult tasks, a number of conditions must be met.

1. Knowing the psychophysical and speech characteristics of children, taking these characteristics into account, knowing the composition of the group and speech profile when planning work.

2. To understand the "Educational Programs in Preschool Education and Organization" and all regulatory documents and, based on them, determine the amount of skills in all types of musical activities for each age group.

3. Improving the interaction of the music director with educators and specialists working in a specialized preschool education organization: defectologists, psychologists, physical education teachers, medical staff.

Such relations are necessary at the beginning and end of the year by all specialists when diagnosing children, discussing the unique characteristics of each child, choosing the main directions of working with him and the methodological techniques used, as well as discussing the results of work, evaluating the effectiveness of the materials and methodological methods used.

Conversations with defectologists and teachers, taking into account their opinions and suggestions are very useful in choosing corrective speech materials (poems, songs). It is especially important for the music director to work closely with the teachers who interact with the children the most. [2]

The music director works together with the educator, sometimes through him, on the formation of skills in various musical activities (showing them in practice and helping children individually). Educator is the first assistant of the music director in conducting classes

and celebrations, and most importantly, in performing correctional and musical tasks.

4. To strengthen children's health, their psycho-emotional and physical condition. Often, children with speech pathology (suffering from diseases such as stuttering, general underdevelopment of speech, delayed mental development) are physically weak. And without strengthening their health, it is not necessary to expect a child to perform exercises that require a lot of effort to correct speech defects.

5. Be self-demanding when working with children and adults: work with patience, creative approach to selected materials, methods and styles, be attentive to one's behavior, speech culture (speech should be gradual, meaningful, emotional, simple and understandable needed). In addition, it is necessary to remember about the dosage of adult speech, adults should speak less, mainly children should be activated to speak.

6. Adherence to the didactic principles of education: systematicity, consistency, repetition, consciousness and activity, demonstrability, popularity and gradual increase in requirements.

The main management principle of the pedagogue is to pay attention to each child, taking into account his age, speech, characteristics and needs.[4]

Methods and means of performing musical correction tasks. It is very important what methods and techniques are chosen and used when working with children with speech disorders. Visual, oral and practical methods are used in musical correctional education.

Demonstration methods, in turn, include: visual-auditory, visual-visual and tactile-muscular demonstration.

audition:

a) performance of a musical piece, music director, educator and child singing;

b) listening to instrumental and vocal music (in audio recordings)

s) listening to different types of folklore (oral, musical, instrumental, game, etc.).

g) use of musical instruments (metallophone, drum, drum, rattle, etc.) as an exhibition.

Visual-visual techniques include:

a) for any musical activity (singing, musical-rhythmic movements, playing musical instruments) demonstration by the pedagogue of various performance styles.

b) showing a child who has mastered the technique

c) "comparative demonstration" can be used to develop attention and analytical skills (in this case, the pedagogue ensures that actions are shown correctly and incorrectly). [3]

It is good to use gestures that show attention to the pitch or performance, as well as facial expressions that help children feel the mood of the song or dance.

In addition to the above-mentioned visual methods, it is appropriate to use any visual aids: images, pictures, musical-didactic games, toys, video films, various manuals and attributes (sultans, leaves, scarves, etc.).

Speaking about tactile-muscular demonstrability, the pedagogue's individual support for taking the correct starting position or performing a specific action is meant both in training and in everyday life.

Verbal methods: explanations, instructions, questions, verbal instructions, story, conversation, commands.

Explanation. The level of its complexity depends on the profile of the speech group, the age of the children, the season of the year, and the level of development of verbal perception. The explanation should be short, clear, emotional.[4]

Instructions. We use them often, they can be directed at all children, or at a single one, gently, without attracting attention.

Questions. They should be clear, precise, understandable. This is one of the most important oral methods: it stimulates mental activity, activates attention, develops memory.

It is recommended to use all oral methods in moderation, without overloading children's training. In addition, it is not recommended to use oral techniques in the background of music performance or singing.

And, of course, pedagogues (music directors, educators, speech pathologists) should be careful with their speech during music lessons. Such situations distract children's attention and make it difficult for them to perceive.

Practical method or method of exercises. This is due to repeating the difficult parts of the whole work many times. Children with speech disorders need a lot of repetition in mastering any musical movement,

singing, dancing, listening, and building skills, so the role of exercises is very important here.

In order to achieve good results with children with speech disorders, it is important to use a variety of methods and materials to work with all kinds of musical activities.

In the preschool educational organization, correction work with children with severe speech defects is carried out by the following types of musical activities: listening to music, singing, musical-rhythmic movements, elementary instrument performance.

Listening to music is the leading type of music activity because all activities are based on listening to music. Children learn to distinguish the sounds of different musical instruments, distinguish the strength, pitch and duration of the sound. The effectiveness of listening to music increases by simultaneously performing musical rhythmic movements (such as clapping, tapping the feet, tapping the body). It is easier for children to express the mood of music through movement than through words. Exercises with the child on the sense of musical rhythm will later transfer to his musical actions, and later on his speech. Children are listened to musical material that is understandable in terms of content. For example, from classical musical works D. "Rondo-marsh" by Kabalevsky, P. "Flower Dance" by Tchaikovsky, "Evening Tale" by A. Khachaturian and others. Games play an important role in listening to music. [5]

Thus, to determine the musical genre D. Kabalevsky's "Journey March" musical work "Bridge" rhythmic game is used. The goal of this type of music activity is to develop children's innate vocal abilities, to make the tone pure intonation. Singing for children with severe

speech defects helps to normalize the functioning of their speech apparatus - breathing, articulation, sound production components - aspects of pronunciation, as well as the development of memory, imagination, musical-sensory abilities.

At the initial stage of the work, it is necessary to work on acquiring the skills of accurate pronunciation and comprehension of the text. Correct pronunciation exercises are often used for this. (Uzbek children's games "Aq terakmi, kok terak", "Chori-chambar") and voice tuning exercises with gesture movements (D. Omonullueva's "My name..., my age...", B. Tilicheva's "Uprajneniya dlya raspevki golasa ", "Da-de-di-do-du"-exercise, "Snegiryok" by B. Tolkachyova").[5]

When working with children with severe speech disorders, musical-rhythmic movements teach body control, and then through dancing, circle movements to music, preparation is made for the development of basic dance movement skills used in games.

The use of some objects (flags, cones, sticks, scarves, etc.) helps the development of the activity. Moving with toys or props to music makes children want to dance.

Combining musical games with singing and dance movements solves coordination problems in children, regulates the speed of movements (from Uzbek folk games "Chitti gul", "Kim oladi-yo?", "Archa bayrami" by D. Omonullaeva).

Playing musical instruments develops a sense of rhythm and timbre reading. For example, it is useful to perform works such as "Kari navo" from Uzbek folk songs or Russian folk song "Vo pole beryoza stoyala".[4]

Performance activities on musical instruments are directed to the implementation of the following corrective tasks: bells, trumpets, metallaphone, spoons - to develop fine motor skills; drum, circles, moroccos, castanets - to develop movement coordination, etc. Also, playing non-pitch musical instruments is extremely useful in remedial work with children with severe speech impairments.[2]

Thus, there is no doubt that musical activities are extremely effective in solving corrective and developmental tasks with children with severe speech defects.

As a result, preschool children develop interest in music, emotional sensitivity and impression. The child learns to coordinate movements, exercises articulation and breathing apparatus, develops memory, attention and musical learning. Musical training has a positive effect on the emotional sphere of the student, and as a result, he is ready for more complex training.

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