

## MUSIC THERAPY IN WORKING WITH PRESCHOOL CHILDREN

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*Abstract: A child in kindergarten is the most vulnerable link in the pedagogical process. As soon as he arrives at kindergarten, he experiences severe stress, which sometimes drags on for several months, turning into a severe form of adaptation. Over the next 4-5 years of stay in a preschool educational institution, any child may experience situations that cause strong emotional stress more than once.*

*One of the ways to strengthen a child's psychological health and achieve emotional well-being is music therapy, which is of great interest to specialists as a method associated with the release of a person's hidden energy reserves, responding to negative emotional experiences in the process of creative self-expression and the formation of a worldview that helps a person to be healthy and happy.*

*Key words: Music therapy, art therapy, music playing, pantomime, meditation, playing musical instruments, rhythm, musical improvisation, color therapy, psychotherapeutic effect*

*Аннотация: Ребенок в детском саду – самое уязвимое звено педагогического процесса. Только придя в детский сад, он испытывает сильнейший стресс, который иногда затягивается на несколько месяцев, переходя в тяжелую форму адаптации. В течение последующих 4-5 лет пребывания в ДОО у любого ребенка еще не раз могут возникнуть ситуации, вызывающие сильное эмоциональное напряжение. Один из способов укрепления психологического здоровья ребенка и достижения им эмоционального благополучия — музыкальная терапия, которая вызывает большой интерес специалистов как метод, связанный с высвобождением скрытых энергетических резервов человека, отражением негативного эмоционального опыта в процессе творческого самовыражения и формированием такого мировосприятия, которое помогает человеку быть здоровым и счастливым.*

*Ключевые слова: Музыкалотерапия, арт-терапия, музицирование, пантомима, медитация, игра на музыкальных инструментах, ритмика, музыкальная импровизация, цветотерапия, психотерапевтический эффект*

*Annotatsiya. Bolalar bog'chasidagi bola pedagogik jarayonning eng zaif bo'g'inidir. Bolalar bog'chasiga kelishi bilan u qattiq stressni boshdan kechiradi, bu ba'zan bir necha oy davom etadi va moslashishning og'ir shakliga aylanadi. Maktabgacha ta'lim muassasasida keyingi 4-5 yil davomida har qanday bola bir necha marta kuchli hissiy stressni keltirib chiqaradigan vaziyatlarni boshdan kechirishi mumkin. Bolaning psixologik salomatligini mustahkamlash va hissiy farovonlikka erishish usullaridan biri bu musiqa terapiyasi bo'lib, u insonning yashirin energiya zaxiralarini chiqarish, ijodiy jarayonda salbiy hissiy tajribalarga javob berish bilan bog'liq usul sifatida mutaxassislarda katta qiziqish uyg'otadi. o'zini namoyon qilish va insonning sog'lom va baxtli bo'lishiga yordam beradigan dunyoqarashni shakllantirish.*

*Kalit so'zlar: Musiqa terapiyasi, art-terapiya, musiqa o'ynash, pantomima, meditatsiya, musiqa asboblarini chalish, ritm, musiqiy improvizatsiya, rang terapiyasi, psixoterapevtik effekt*

*Introduction. Modern children know much more than their peers 10-20 years ago, but they experience feelings of admiration, surprise, compassion, and empathy much less often. The*

number of anxious children, characterized by increased anxiety, uncertainty, and emotional instability, is increasing. In order to improve the energy resource of the child's body, direct it towards positive development, and adapt the children's psyche to the outside world, it is necessary to supplement general education programs with health-saving technologies and techniques.

The most optimal method in adaptation is a creative approach, when a person does not resist changing conditions to the detriment of his health, but also does not show conformity, i.e. agreement with everything that is offered to him, but finds ways to influence external circumstances with maximum benefit for himself. The work of a music director in a preschool educational institution at the present stage is filled with new content. His task is to raise a person capable of independent creative work, an active, searching person. This task can be effectively accomplished through the integration of the activities of all participants in the educational process: educators, psychologists, and additional education teachers. Taking into account the characteristics of children, they should look for the most rational and effective ways to stimulate their harmonious development.

The musical director has a special role in this matter, since musical activity is not only creative in nature, but has an impact on the development of all aspects of the personality and the sphere of cognitive development. Therefore, the goal of the work of a teacher-musician is to preserve the child's mental health by creating comfortable conditions for creative self-expression and personality development. In the practice of conducting music classes, art therapeutic methods and technologies are still used extremely rarely. At the same time, art-therapeutic techniques, widely used by psychotherapists, have already been adapted in certain pedagogical studies of recent years to work with ordinary children in order to prevent and correct their negative emotional states, normalize the emotional and volitional sphere of the individual, promoting both spiritual and moral and physical wellness.

Methodology and organization of the study.

Various music therapy techniques involve both the holistic and isolated use of music as the main factor of influence, and in combination with other types of art (in art therapy) as musical accompaniment to various correctional techniques to enhance their emotional impact and increase their effectiveness.

The healing power of music is used in many countries around the world for the treatment and prevention of a wide range of disorders: developmental disorders, emotional instability, behavioral disorders, sensory deficits, psychosomatic diseases, speech disorders, autism, etc.

The universality of music lies in the fact that it existed, exists and will exist among all peoples and in all cultures.

Numerous methods of music therapy provide for both the holistic use of music as the main and leading factors of influence (listening to musical works, playing music), and the addition of musical accompaniment to other correctional techniques to enhance their impact. Today this method is actively used in the correction of emotional deviations in young children. They relate to their fears, motor and speech disorders, psychosomatic diseases, behavioral abnormalities, etc.

In order for music to have a beneficial effect on a child, it must correspond to his emotional state. Back in 1916, V.M. Bekhterev wrote: "A piece of music, which in its state coincides with the mood of the listener, makes a strong impression. A work that is disharmonious with the mood of the listener may not only not like it, but even irritate it."

A detailed analysis of the literature devoted to various aspects of music therapy is presented in the works of L.S. Brusilovsky (1971), V.Yu. Zavyalova (1995), K. Shvabe (1974), etc. In the 70s and 80s, several monographs were published on music therapy, which described methods for using music for therapeutic purposes in children suffering from neuroses (K. Shvabe, 1974), early childhood autism (R.O. Benenzon, 1973). In 1982, the book "Music

Therapy for Children” by J. Brückner, I. Mederake and K. Ulbrich was published in Berlin, which examined in detail the types of children’s music therapy, including pantomime and various methods of drawing to music.

Well-known music therapist and scientific researcher in the field of the effects of music on the human body S.V. Shusharjan notes in his works that the waves created by the brain can be changed with the help of music and spoken sounds. Consciousness is made up of beta waves, which vibrate at a frequency of 14 to 20 hertz. Beta waves are generated by our brain when we are focused on daily activities or experiencing strong negative emotions. Elevated sensations and peace are characterized by alpha waves, propagating at a frequency of 8 to 13 hertz. Periods of peak creativity, meditation and sleep are characterized by theta waves, which have a frequency of 4 to 7 hertz. And deep sleep, deep meditation and unconsciousness generate delta waves, the frequency of which ranges from 0.5 to 3 hertz. The slower the brain waves, the more relaxed and peaceful we experience. With the help of music, you can shift your consciousness away from beta waves and towards the alpha range, thus increasing your overall well-being and alertness.

With the help of music during gaming sessions, a number of goals are achieved:

- overcoming the child’s psychological defense - calms or, conversely, activates, tunes, interests;
- increasing self-esteem based on self-actualization;
- unlocking suppressed emotions;
- establishment and development of interpersonal relationships; withdrawn, shy children become more spontaneous and develop skills of interaction with other children;
- disclosure of creative possibilities;
- formation of valuable practical skills - playing musical instruments;
- short music playing at each lesson is well absorbed by children who do not tolerate mental stress well;
- engaging and providing a strong calming effect on most hyperactive children.

The main content of music therapy in working with children is the creation or perception of musical images, supplemented by their discussion and various types of creative activities, including movement to music, dance, improvisation on children’s musical instruments, voicing fairy tales and poems, writing stories, and artistic activities.

Music helps a child relax, distract from negative experiences, and feel a range of different sensations. For perception, special music is selected with a rhythm frequency of no more than 60 beats per minute, which gives the child the opportunity to concentrate on the images he creates, feel muscle relaxation, and synchronize breathing. Having relaxed, the child, with the help of a psychologist, builds pleasant images for him, “revives” pleasant memories that help him cope with anxiety, fears or tension for any reason.

What does music express?

An exercise to become aware of your own emotional state (describing the emotional content of music, comparing it with your feelings).

Free dance

This exercise develops imagination, gives a charge of vigor and positive attitude, and activates energy potential. Children are invited to come up with their own dance “Spring Mood”, “Colored Palms”, “Waltz of Snowflakes”. Various attributes are used (twigs, flowers, scarves, plumes) and elements of theatrical costumes. Spontaneous movement to music provides the opportunity for self-expression and motor emancipation.

Spontaneous drawing to music

It is carried out with the goal of teaching children to react emotionally to music. Reduces tension, anxiety, the child’s condition becomes more balanced. Children are encouraged to draw

whatever they want while the music plays. Associations born of music are freely expressed on paper. Pencils, paints, crayons are used. The music is bright, emotionally rich, quiet, no more than 60-65 beats per minute.

First stage (for group work). Various musical and noise instruments are placed on a large round table. Children sit in a circle. They are asked to choose one instrument (they can use the same instruments), study what sounds “live” in it, try to find different ones, and determine what they sound like. Children happily knock, strum, rattle, ring, exchange their instruments, and then all the instruments “dance” to cheerful music.

Second phase. It is necessary to focus on the expressive capabilities of each instrument. To do this, each child needs to “introduce himself” - extract several sounds from his instrument, show what this instrument can do. If it is difficult for children to start an exercise, the adult begins first, accompanying the improvisation with words.

Third stage. We invite children to play music that reflects their mood and emotions. The entire process of creating musical improvisation is recorded. After the children feel that they have nothing more to add, we listen to the resulting result in an audio recording. A positive assessment of children’s creativity is given, and a musical work is discussed. After this, the children listen to the recording again.

Key points to discuss:

- what sounds predominated in the music, how can they be described, what do they sound like;

- what other sound combinations were remembered, what mood they expressed;

— what, in the children’s opinion, is the music they created about, does it reflect the children’s lives, their moods, relationships;

- what each child brought to the collective creativity, how his instrument sounded.

Fourth stage. First, a theme is set, for example, “We are playing” (“My friends”, “In a fairy forest”, “An extraordinary island”). Children discuss the plot and content of the topic: what events can occur within the topic, which characters take part in them, what each character does and why, the presence of possible conflicts, ways to resolve them, how the story ends. Then the children, having chosen suitable instruments, come up with a musical story on this basis (compose a fairy tale). Children come up with a story one at a time, voicing their statements by playing instruments and passing the “baton” around the circle. The entire creative process is recorded. This increases interest and involvement in activities, which brings the desired psychotherapeutic effect.

Research results.

The experience of using music in working with preschoolers shows that children maintain stable attention throughout the day, the effectiveness of learning material increases, and positive dynamics are noted in the development of musical abilities. In music therapy classes, a positive emotional mood is formed, imagination and creativity are developed. Children are in a cheerful mood, friendly, emotional, actively cooperate with adults and communicate with peers.

Music therapy can be an effective treatment for childhood neuroses, which are increasingly affecting more and more children today. Therefore, today children must gradually master not only good skills in the field of intellectual operations, but also the skills and habits of life in modern society, know how to cope with its demands and overcome the subjective difficulties that inevitably arise in the life path of every person. One of these means is music therapy.

With the help of music therapy, it is possible to create optimal conditions for the development of children, nurturing their aesthetic senses and taste, getting rid of complexes, and discovering new abilities.

Music therapy promotes the formation of character, norms of behavior, enriches the child’s inner world with vivid experiences, simultaneously cultivating a love for the art of music and,

forms the moral qualities of the individual and an aesthetic attitude towards the environment. Children should develop through knowledge of cultural heritage, and be brought up in such a way as to be able to increase it.

The level of development of children in preschool institutions will be higher if traditional forms, methods and means of teaching and upbringing are combined with music therapy.

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