

WAYS OF INTRODUCING MUSICAL INSTRUMENTS TO CHILDREN**Makhmudov Jakhongir Saminjon ugli***Student of Namangan State University**Jahongirmahmudov1997@gmail.com*

Abstract: *this article is about introducing Russian folk music and composers, vocal and modern music, national musical culture and musical instruments to children.*

Key words: *composer, national music, vocal, musical instrument, culture.*

Uzbek national musical instruments have a thousand-year history and are very colorful. According to the information obtained during the archeological excavations from the Central Asian republics and Uzbekistan, it is clear that Uzbek musical instruments belong to ancient history with their rich cultural heritage and similarity to the musical instruments used today. In the patterns engraved on the slopes of the mountains, in the caves, in the paintings on the walls, it is possible to see pictures similar to the instruments of the flute, lute, and harp, which is a proof that not only peoples, but also musical instruments have passed through historical stages.

When introducing and teaching musical instruments to students in music culture classes, the teacher himself must have a deep knowledge of the history of the instrument, its origin, and how it is played. In this article, I would like to explain the introduction of musical instruments to the students based on the historical and modern technological methods.

In the works of scientists who lived in the 14th century, ancient musical instruments include oud, chang, ganon, rubob, tanbur, drum instruments: flute, trumpet, arganush; , chagona, rukhafzo, bolamon, shammon and others.

With the passage of centuries and eras, as people matured, musical instruments also improved, and they came to us today in a colorful form, with various sounds and melodies. Now, for example, the trunks of the dutor are made of mulberry and apricot trees, the strings of hair with one end connected to the heart and the other end to the tongue are made of string, and the top is made of dukhoba. At this point, it should be noted that in the introduction of ordinary wood, the most famous Uzbek craftsmen in Uzbekistan today are master Osman Zufarov, master Khoji Okhun, master Rakhim Kasimov, master Mansur, master Sirojiddin. Mukhiddinov, master

The skills and service of Riksikhon Khojakhonov and others are very high, I would like to introduce students to musical instruments and introduce different methods of using pedagogical technology, which is the demand of today. In the music lesson, the lesson organized on the basis of various methods is interesting and easy to understand. The "Cluster" method will make a great impression on the child with various drawing images and will be successful.

Uzbek folk musical instruments are often the same and similar to musical instruments of Tajik and other eastern nations according to their functions, performance capabilities and structures. Uzbek folk musical instruments consist of five independent groups.

1. Wind instruments.
2. Musical instruments with strings (scratched and nailed).
3. Percussion instruments.
4. String instruments.
5. Bowed instruments.

A music teacher should plan his lessons in such a way that he brings samples and demonstrations of Uzbek folk musical instruments in each lesson. In the first lesson, a musical instrument is introduced and a tune is performed, and in the second lesson, one or two live performances and a piece performed on this instrument from a magnetic tape or diskette are heard. In the third lesson, the teacher plays one of the Uzbek folk tunes, and the children accompany with clappers, safoil, spoons, and sticks. This is certainly achieved by teaching children to accompany them during classes.

In primary grades, students are introduced to Uzbek musical instruments by groups of musical instruments. For example,

first with wind instruments, then stringed percussion instruments, then click and scratch instruments, and so on.[1]

Bringing samples of Uzbek musical instruments to the lesson by the music teacher is the most interesting part of the lesson for children. Because adult musical instruments are interesting to every child as live and real musical instruments. Musical instruments are primarily important for the development of creativity and musical learning skills in children through performance elements.

When a musical instrument is played by a teacher, it helps children to express themselves and be active in the lesson. The musical instrument brought to the lesson is a didactic teaching-methodical guide for teaching, which can help teachers to develop the musical sensory abilities of children and introduce them to the elements of musical literacy.[2]

As a result of the teacher's observations, taking into account the talents and capabilities of the children of the class, it is possible to form a small ensemble and an orchestra from children. Participating in an ensemble or orchestra requires, in a sense, the availability of instruments and a teacher consisting of the following.

Children learn the names of musical instruments, the location of thick and thin sounds, the rules of use and interaction, they learn to play independently and in an ensemble, observing the general dynamics and tempo, starting and ending their tracks in time. they can play songs and games.

New ones are added to well-tested methods of work - demonstration and verbal explanation. Remembering the consistency of playing one or another instrument without the help of a teacher. Performing creative tasks and the like are described.[3]

Musical instruments should be mastered one by one. First, it is possible to introduce children to playing an instrument, for example, a circle, and teach them to accompany two or three small pieces during several lessons. Sometimes it is useful to examine the instrument together with the children, correct them when they make a mistake, and entrust them to find a way to play it independently. At the same time, you can master the tools that give rhythm and method.[4]

From the first stage, it is necessary to teach the child to the harmonious actions of cooperation necessary for his participation in the ensemble. For this purpose, special "Rhythmic orchestras" are formed, in which children clap their hands, tap their feet, knock sticks, empty or small stones, boxes filled with chickpeas. Here, too, different voting forms. If clapped with the palms together, the sound comes out harder and muffled, if the palms are flat, the sound comes out clear.[5]

You can change the sound production by hitting the palm of the other hand with the extended or slightly bent fingers of one hand. Tapping is done alternately with the whole foot, the tip of the foot, and the heel. All this attracts children and allows them to correctly perform various rhythmic tasks and acquire the skills of playing a musical instrument. Experiments show that the use of percussion instruments such as a circle, drum, safoil, claret, and spoon in the lesson gives good results. The teacher plays a children's chapter from Uzbek folk songs on the rubab and invites the children to clap along. From the beginning, the teacher says that the one who claps beautifully and correctly will be "rewarded" by playing the percussion instruments on the table and accompanying the music. If there is a melody to be played on a magnetic tape or a diskette, it will be better if he first shows the methods of clapping by playing it. Then he performs the tune himself, invites everyone to join in clapping to the tune, and while carefully watching the performance process, he distributes percussion instruments to the children. The achievements and shortcomings of the first implementation are explained. This performance is first played on musical instruments and after the accompaniment, the rest of the children are invited to accompany with clappers.

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