

Methods for developing the creative abilities of preschool children based on music therapy

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Abstract: The topic of methods of creativity in children using music therapy is relevant in the modern educational and psychological context. Music, as a powerful tool of influence, can stimulate emotional development, improve cognitive functions and develop creative abilities. This paper discusses the main methods of music therapy aimed at developing creative skills in children. Emphasis is placed on improvisational techniques as well as the integration of music with other art forms such as dance and drama. Music therapy helps children express emotions, develop fantasy and imagination, and improve attention and memory. The study also examines the impact of music therapy on the development of social adaptation and interpersonal skills in children. The use of these methods contributes to the harmonious development of the child's personality, the disclosure of his creative potential and overcoming possible psychological barriers.

Key words: music therapy, creativity, child development, improvisation, puppet therapy, theater therapy, emotional development, imagination, music and creativity, personality development, music perception, play therapy

Introduction

Music therapy plays an important role in the harmonious development of a child. It not only gives joy, but also helps to correct the psychophysical state, creating a favorable emotional background for learning.

Children in kindergarten need music throughout the day. It is important to remember that music should not sound constantly and loudly. Its use should be dosed, taking into account the time of day, type of activity and even the mood of the children. To relax, relieve emotional and physical stress, for a pleasant immersion in daytime sleep, it is necessary to take advantage of the beneficial influence of melodic classical and modern relaxing music, filled with the sounds of nature (the rustling of leaves, the voices of birds, the chirping of insects, the sound of sea waves and the cry of dolphins, the babbling of a brook). Children on a subconscious level calm down and relax.

The teacher should pay special attention to the musical and reflexive awakening of children after a nap. This technique is called "Lifting" or "Musical Awakening". For this purpose, quiet, gentle, light, joyful music is used. This method helps babies smoothly transition from sleep to wakefulness. You need to choose one melody and use it for a month. This is how children develop a reflex of waking up to its sound. Having heard familiar music, the child will feel calmer and easier to switch to active activities [1, p. 52]. Musical awakening can be accompanied by simple exercises that can be performed without leaving your bed. This promotes not only physical awakening, but also the development of coordination, flexibility and a sense of rhythm. Music therapy encourages teachers to work closely with children, integrating different types of artistic creativity. Its use is recommended not only in music classes, but also in all areas of activity of preschoolers. Music therapy exercises, in addition to the development of musical and motor abilities, serve as game training for mental processes: attention, memory, will, creative imagination and fantasy. They are also effectively used for relaxation, switching attention or increasing psychophysical tone, integrating into various forms of organizing the educational process in kindergarten. Puppet therapy also plays a significant role in the development of the creative abilities of preschool children.

Puppet therapy is a method used in working with children, based on the child's identification with a favorite character from a fairy tale, cartoon or toy. It is used for various behavioral disorders, fear, difficulties in developing communication skills, etc. The technology of doll therapy is implemented in the form of a "game" story, in which a traumatic situation for the child is played out with the help of a doll, symbolically reflecting it.

During the game, it is important that the child understands the storyline, empathizes with the hero and sees the problem he faces. As the story develops, the child's emotional stress should increase. By the end of the story, the conflict reaches its peak, causing strong emotions in the child, for example, tears or laughter. This peak of emotions should be replaced by a release of tension, which will allow the child to experience the satisfaction of solving the problem at the end of the story. After the end of the performance, the child should feel calm and relaxed. For effective theater it is necessary to have a clear beginning, a climax in which the hero faces danger and a denouement in which the hero overcomes an obstacle. It is important that the ending be optimistic. The puppet therapy method is based on three key elements: "games", "doll" and "puppet theater".

Play is a form of communication for both children and adults. It serves as a means of expressing emotions, exploring relationships and self-knowledge; children's play is especially important for a child, as it allows him to express what is difficult to say in words. Children can use toys to tell stories, point out frustrations, and express uncomfortable emotions. Thus, the child's world is a world of action and activity, and doll therapy allows him to enter this world without experiencing embarrassment or trauma. It combines the interests of the child with the correctional tasks of the teacher [2, pp. 18-25].

In doll therapy, a doll is used as a mediator in interaction between a child and an adult. Taking the doll in his hands, the child "transfers" his most cherished feelings to it, forgets about problems and fears, and discovers hidden resources in himself.

Functions of doll therapy:

1. Communicative - emotional: - establishing contact, integrating the child into the team.
2. Relaxation: relieving emotional tension.
3. Psychocorrectional: personality correction in game models of life situations.
4. Developmental: development of cognitive processes (memory, attention, perception, etc.), fine motor skills, etc.

Dolls help expand vocabulary, develop monologue and dialogue speech.

Theater therapy (or drama therapy, as it is called in some sources) is a type of art therapy based on correction methods through creativity.

Recently, psychologists and psychotherapists are increasingly using theater therapy as one of the most effective and gentle methods of work and psyche. There are quite a lot of problems that can be solved with the help of theater therapy. This approach allows you to work with youth and existential crises, interpersonal problems, psychosomatic neurotic disorders, as well as solve problems that arise after physical illnesses and various stressful situations. Experts also note the high effectiveness of theater therapy in working with teenagers.

Theater therapy is a simple but surprisingly effective method of healing the soul, correcting behavior, teaching and mentoring. Theatrical technique develops creative thinking, the ability to "live" various emotional states, which helps to increase self-esteem, reveal internal potential and form integral personality. Theater therapy can be used in work with children and adults, in individual and family therapy, and also provide assistance in the educational process [3, p.23].

In the process of theatrical play, the child's vocabulary is activated, the sound culture of speech and its intonation structure are improved. The role played and verbal statements confront the child with the need to clearly and understandably express his thoughts. The child's ability to conduct a dialogue improves, and the grammatical structure of speech improves. In addition, in recent years, the concept of "theatrical therapy" increasingly includes not only psychotherapeutic practices, but also simply collective creative activity.

It is important to remember that even in such an "easy" version of art therapy, it is necessary to follow certain rules and monitor the ecology of the process so as not to cause harm. Participation in therapeutic theatrical productions and performances for adults, taking on one role or another, have a beneficial effect on the individual and help overcome internal problems. As a rule, the essence of art therapy methods comes down to the individual or collective creation of an artistic image. In this case, the theatrical method is aimed at creating a pantomime, dramatic scene or dance work.

Theater therapy is also developing in the direction of psychological theater. In this case, the projection method often works - a person transfers his internal conflicts to the hero.

One of the most common types of personality-oriented (reconstructive) psychotherapy used to treat patients with neurotic diseases is pathogenetic psychotherapy. It is based on the pathogenetic concept of neuroses. Violation of real relationships, which is often found in neuroses, can be effectively worked through with the help of specially selected psychotherapeutic images. The peculiarity of this reaction is easier to express with the help of motor abilities in dance-motor psychotherapy.

Dance therapy is used in various areas, such as:

- Physiotherapy
- Rehabilitation centers
- Medicine
- Educational system
- Nursing homes
- Disease Prevention Centers
- Wellness programs
- Hospitals
- Organizations involved in the restoration of mental health [4, p.110].

Dancing also plays an important role in preschool education. Not a single holiday or game is complete without dancing. This allows children to receive emotional support, teaches them to feel the rhythm, gives them rest and reduces aggression.

In addition to puppetry, theater and dance therapy, the game **"Hunter and Music"** is very effective in preschool education.

In this game, the second line tells a brief history of the creation of two instruments. After this, the children must answer the question: "Which of the instruments on the second line can fill the empty circle on the first line?" At the same time, you need to use visual materials.

"Hunter and Music"

In ancient times, a hunter, taking his bow and arrows, went into the forest. Walking along the path, he saw deer grazing in the distance. The hunter hurried to take aim and fired an arrow. But at that moment the pleasant sound of the bow string bewitched the hunter. Returning home, he kept making different sounds from the bow string, enjoying the magical sound of music. Later, people decided to make not one, but two, three bowstrings. This is how a musical instrument was created, reminiscent of a bow in structure - the harp [5, p.9].

Doira

Once upon a time, merchants from one country went on a journey to trade. Their path lay through the Malik desert. Whether for a long time or for a short time, they walked and walked and reached the very heart of the Malik desert. At one point their water supplies ran out. They began to weaken from thirst, falling to the ground one after another. Their strength left them; they could no longer stand on their feet. There was one young man in the caravan. Drop by drop, he shared the last water from his flask with his comrades. People came to their senses a little, but thirst and heat still did not allow them to move on. Then the young man, after thinking, tore the empty flask and pulled it onto the wheel of the cart, placing it under the sun. Then he began to knock on it, stronger and stronger, fascinated by the sound. Soon he hit the flask so hard that its sound shook the entire desert. From this unusual sound, people came to their senses and began to move. They also developed a desire to act. The sound spread further and further, moving from hill to hill.

Eventually, he reached the ears of another caravan moving along the edge of the desert. The caravan workers thought: "Something has happened to the caravan, otherwise there would not have been such a sound." They are calling for help, we need to go!" They hurried to them, brought water and, taking with them the unfortunate merchants, they went on to trade.

Since this sound "baka-baka-boom, baka-baka-boom" began to be heard, people have awakened vigor, courage and determination [6, p.70]. These sections help children develop skills such as readiness to learn, resourcefulness, and logical thinking. Of course, music teachers need to effectively and actively use gaming methods in their classes. Thanks to them, children more easily absorb information and learn to independently observe, finding answers to questions.

Conclusion

Based on the above, we can conclude: music therapy allows you to model emotions, elevate your mood, reduce feelings of anxiety, and also form inner feelings in unbalanced children peace, joy and positive

emotions, stimulating the desire to communicate with each other. Incorporating elements of music therapy into routine moments instills relaxation skills, develops moral and communicative qualities and creates a positive emotional background.

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