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Methodological Support and Practical Status of Health Through Developing Children Through Music Education

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Annotation: The article explores the theoretical foundations, pedagogical and psychological features of the rehabilitation of children with disabilities, developmental disabilities, the role of the education system in ensuring their place in society as active individuals.

Keywords and phrases: children, children with disabilities, children with disabilities, developmental delays, education, music education, special pedagogy, component, stage, active person.

Music has a global influence on the spiritual development of society compared to other forms of art. The First President of the Republic of Uzbekistan IA Karimov emphasized this, saying, "The sounds of music, no matter what nation or nation they represent, express the most noble, lofty and delicate human experiences ... Most importantly, today the art of music is in the spirit of our young generation. It has a greater and stronger influence on the perfection of other forms of art" [1: 140].

Although medicine opens new horizons for the rehabilitation of children with developmental disabilities in our society due to the socio-environmental factors identified in our time, but the problem has not been fully resolved.

METHODOLOGY

Described by the American scientist G. Hawzer as "the sun of world medicine", Abu Ali Ibn Sino, the master of world medicine, said that it is permissible to use not only medicine but also music in such matters. It is no coincidence that the book "Music Collection" emphasizes the whole chapter of the book "An-Najod" by dedicating it to the connection between music and the vascular war.

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Therefore, the burden of globalization, such as the rehabilitation of children with developmental disabilities, on medicine alone, leads to the conclusion that we are not making wise use of the opportunities available to us.

In our country, along with children with disabilities, educational institutions for children with developmental disabilities are organized in special schools, where serious attention is paid to the education of students with disabilities as social activists. However, a child who grows up in a special school is more likely to experience some complications in the process of later adaptation to modern life. Due to discrimination in the labor market due to disability and the fact that many new jobs are not suitable for children who are "unique", their choice of profession after graduating from boarding schools is already limited. In order to prevent such complications, it has become a socio-pedagogical necessity to bring up the above students as well-rounded people through the art of music and education. President of the Republic of Uzbekistan Sh. As Mirziyoyev noted, "The art of music as a cultural phenomenon has endless opportunities to educate and bring up a new generation." [2:344]

Although the development of social activism skills of children with developmental disabilities in music and art schools through music education has been identified as an urgent social pedagogical task, a new approach to ensuring this task is expected to change for the better in 2016. In this regard, the adoption of the Resolution of the President of the Republic of Uzbekistan dated November 20, 2015 No PP-2435 "On the State Program for further improvement of children's music and art schools for 2016-2020" was of great importance. As a result, 136 children's music and art schools were commissioned and 142 were reconstructed and put into operation throughout the country. However, the existing experience and potential in this area is not sufficient. It is hoped that in the conditions of the new Uzbekistan there is an opportunity to take a deeper look at such problems and solve them.

Currently, there are about 320 children's music and art schools in the country. If we look at the general statistics, taking into account the population density of each UNHCR, at least 250 young people are trained in music. Their total number averages 80,000. Of course, we cannot say that all of them connect their next life with the art of music on a professional level. The educational content and purpose of UNICEF is also not to train its graduates to be artists at 100% performance. But parents of students studying at UNICEF bring almost 80% of their children to UNICEF with the desire to raise them as artists in the future. The reason is that our people have a worldview that discriminates against music as an entertainment program. For this reason, in the eyes of the people, we need to use the base of children's music and art schools as a bridge in the rise of music science from the concept of "entertainment program" to the concept of "science".

Indeed, music education acquires diplomatic qualities such as perseverance, will, strong memory, abstract thinking, clear thinking, intelligence, fluency of speech, eloquence, mutual exchange of ideas as a result of achieving equal formation of both hemispheres of the brain. It is necessary to make full use of the potential of children's music and art schools operating in the country.

RESEARCH

Also on the medical chart are children with mental, physical, intellectual development suffering from diseases such as BTsF (mild stage), speech retardation ZPR, children with speech problems, acute

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hypoxia complications, mild stages of pediatric autism, nervous system diseases, pediatric neurosis there is a need to create an experimental curriculum for children with disabilities on the basis of music and art schools.

"Music therapy" has been used effectively in foreign countries for many years. In the selection of musical works can be used electropuncture tests, taking into account the level of musical education of the person undergoing a course of music therapy, the characteristics of musical adequacy. In cases where hypofunction syndrome is detected, it is necessary to try to trigger the meridian point, and with hyperfunction syndrome - to bring the sedative to tone. The choice of solitary instruments is made taking into account the diagnosis of the meridian on the basis of the table: [3:16]

5 main elements	5 chjan organs (dense)	5 fu bodies (hollow)	Musical instrument
Tree	Liver	Grass bag	Xylophone, goboy, flute, clarinet
Fire	Heart	Small intestine	Guitar, violin, lyre, cello;
Earth	Black hair	Stomach	Flute, vocals;
Metal	Lungs	Fat intestine	Flute, saxophone, strings;
Water	Kidneys	Urine sac	Drums, tanburin, litavras;

Centuries before the American and Swedish schools of music practice were established in the world, Abu Ali ibn Sino, the source of medical science, promoted the use of music as a source of healing in practice through the makoms, which are the basis of our national professional music. In his "Laws of Medicine" encyclopedic book, "In the section on the human client", the scholar explains which "maqom" [4:21] a person likes and which "maqom" can take the human soul to the heavens and achieve the opposite results. emphasizes that he used his skills to drive the madman crazy and share healing with the insane through his tone.

CONCLUSION.

In conclusion, the all-round development of a child with developmental delays makes life easier and more beautiful not only for himself but also for his loved ones. Additional education, ie BMSMs, can provide the necessary teaching methods, ie individualized education and an individual approach to the rehabilitation of children with developmental disabilities, depending on their age and health problems. The reason is that the child is not required to adapt to the existing system, on the contrary, the system is subject to him only and only according to his abilities.

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Algorithmization of pedagogical activity in a musical-pedagogical environment, taking into account the varied application of individual-oriented pedagogical methods, including the temperament, character, method of communication of the pupil, is a difficult task. [5: 100]

The inclusion of different wishes and desires of all students, taking into account their individual capabilities, constitutes "inclusiveness".

References to the pedagogical and psychological literature show that these modern methods of music education are based on certain criteria:

- technological, ie the comparison of the method with pedagogical technologies, in particular, the transition from the current explanatory-applied technology to the developing, problematic, person-centered technologies;

- Psychological - in the study of large-scale musical works, methods should be important in terms of youth psychology. I.S. Conn emphasizes two important aspects of this. [6: 194]

Recommendations:

The 8,000 teachers working in children's music and art schools in the country [7;] should pay special attention to the following in the process of music education for underdeveloped students:

1) art should help to realize the needs and opportunities of a student with disabilities, even if it is in his imagination;

2) to take into account the "group affect" - to help to be "like everyone else", that is, to choose methods that help students with disabilities in functional development, self-development, finding their place in society;

In the process of work, the education of a child with disabilities faces a number of problems with the technical apparatus, that is, in his hands. The reason is that such children are constantly observed mainly high or low muscle tone, neurological problems and disorders of fine motor skills. In such cases, it is necessary to include finger gymnastics in the training process in order to facilitate the mastery of the instrument. Finger exercises can vary. Types:

1. Pull the fingers to the center of the palm one at a time and return them to their original position using stroking motions.

2. Bend the fingers alternately from the second system to the palm side at right angles.

3. Hands on the table. Raise each finger as high as possible in turn.

4. "Step" on a pair of fingers 2 - 3, 3 -4, 4-5 and so on

5. Rotate the wrist part of the hand first to the right and then to the opposite side.

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Inclusive education is a very complex and ongoing process that recognizes the uniqueness and fitness of all children in need of social protection, and is a guarantee of the child's confidence in himself and those around him.

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