

RHYTHMIC MOVEMENTS OF PRESCHOOL AGE

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Annotation:

The activation of their creative potential, the creation of an atmosphere of search, joy, pleasure, the development of children's individuality, the satisfaction of their individual needs and interests are of great importance for maintaining the physical and psychological health of children. Music, movement are the means that have a beneficial effect on the health of the child. Musical and rhythmic movements perform a relaxation function, help to achieve emotional relaxation, relieve mental overload and fatigue. The rhythm that music dictates to the brain relieves nervous tension. Movement and dance help the child to make friends with other children, gives a certain psychotherapeutic effect.

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Musical creativity contributes to visual, auditory activity, develops musical memory, expands perception in general.

Playing musical instruments is one of the types of children's performing activities that are extremely attractive to preschoolers. The child hears and compares the sound of different musical instruments, learns to understand and love music.

During the game, the individual features of each performer are clearly manifested: the presence of will, concentration, emotional responsiveness, curiosity, and activity. Musical abilities develop and improve.

Learning to play musical instruments contributes to the development of fine motor skills of the fingers, the manifestation of imagination, creativity, and musical taste. This type of activity has an impact on the comprehensive development of the individual, has a great educational and educational value.

Complex. They include the methods and means by which the child learns about the world around him, learns to contact him in favorable conditions, as well as in stressful or difficult situations.

Individual methodology of preschool education. Its implementation is based on the study of the personality characteristics of the child and meets the requirements that parents set, wanting to develop creativity in the child, reveal talent, form certain habits, skills that will be useful during schooling, gaining life experience, overcoming difficulties.

Modern preschool education has the following problems:

insufficient attention to the communicative sphere of students. If you do not teach a child to communicate with peers and adults, to understand his own and other people's feelings, reactions, then, even with good educational skills, he will have to face difficulties during interaction;

pedagogical neglect. It is formed in families where children are not given as much attention as is necessary for full growth and development, in order to feel needed and significant. Also, it can be observed when the mother and father do not take care of the child because they do not have the time or desire to do so. Children in such a family feel superfluous, unloved, abandoned. It goes without saying that they will be successful students in the future, because, first of all, the child must satisfy the basic needs for love, acceptance and care, and only then in studying the world around him. If parents do not change their attitude, the result of early childhood education will not be effective;

conflict between teacher and parent. This often happens when the views of adults on the education of preschoolers do not coincide. If adults fight each for their own goal, children suffer from this;

the lack of an individual approach to the child, the inability to take into account his natural features. This happens when a teacher is forced to work on the "speed" of transferring knowledge to children, while ignoring the personal characteristics of each child and the speed of his reactions, ways of assimilating information.

These and other problems of preschool education are being addressed. Domestic and foreign experts are studying issues in order to harmonize child development, make it as close as possible to the individuality of a child attending kindergarten or being at home.

A good result of preschool education is the readiness of the child for school, his ability to overcome new obstacles, stress resistance, high energy level, positive attitude to learning, high motivation.

Preschool age is one of the most crucial periods of psycho-emotional development of a child. In the period from 1 year to 6 years, a lot of significant events take place: the child makes a huge leap in motor development, masters speech, learns to communicate with others, begins to explore the world around him. It is in early childhood that creativity, the will to win, determination, an optimistic or pessimistic view of the world are formed. The task of an adult is to help the child develop as many positive qualities as possible.

One of the types of musical activity, which to a greater extent contributes to the development of children's creativity, is musical-rhythmic movements. In connection with the introduction of the federal state educational standard for preschool education, the need for effective methods of educating preschool children has increased. And musical and rhythmic education, in this sense, turns out to be one of the core activities. It is no secret that children love to move to music, but spontaneous dance is not a product of human intellectual activity, but rather a movement that occurs at the subconscious level. It is much more difficult to accurately perform a set of movements in a certain sequence to a certain music.

It is even more difficult to dance in a group when it is necessary not only to perform movements, but also to perform them synchronously. When learning dance, many of the child's skills are trained: memorizing individual movements and movements in a complex, coordination of movements, the ability to listen to music and repeat movements to it (i.e., a sense of rhythm, the ability to express creatively).

The work of a music director on the development of a child's musical abilities in musical and rhythmic activity is built in two directions - the development of musical and rhythmic skills and skills of expressive movement. Musical-rhythmic skills are the skills of transferring in motion the most striking means of musical expression (form, tempo, dynamics, metro-rhythm). Musical and rhythmic skills are mastered by children in the process of learning dances, folk dances and round dances, exercises, musical games, the requirements for working on these skills are gradually becoming more complicated.

Expressive movement skills are a certain stock of movements that are borrowed from physical culture (gymnastic exercises, various types of walking, running, rebuilding), from the field of plot dramatization (image of birds, animals, a person and his activity), from the field of dance (elements of folk dances, ballroom dancing), as well as children's dance movements, which exist perhaps only in kindergarten.

Musical-rhythmic movements:

- form a beautiful posture, teach expressive, plastic movements;
- develop the perception of musical images, the ability to express them in motion, coordinating with the nature of the music, the means of musical expression;
- improve dance movements using all types of step;
- expressively and qualitatively complement dances with various objects, giving their own interpretation;
- teach a solid mastery of techniques, facial expressions and gestures, the expression of their emotions in posture and postures;
- contribute to the development of the creative potential of each child.

In our kindergarten, great attention is paid to the musical and rhythmic development of children. The main place in the musical-rhythmic movements is occupied by games.

A musical game is an active activity aimed at performing musical and rhythmic tasks. It causes a cheerful, cheerful mood in children, affects the activity of the process of development of movements, and forms musical abilities. While playing, the child exercises in movement, masters it, during the game the positive qualities of the child's personality develop, through the game he learns life.

In the classroom, the selection of exercises corresponds to the ability and preparedness of children. The duration of the classes is determined by the age of the students (3-4 years - 15 minutes; 4-5 years - 20 minutes; 5-6 years - 25 minutes; 6-7 years - 30 minutes), the lesson consists of preparatory, main and final parts. The introductory part consists of exercises and movements of a dynamic nature that affect the entire body. Then follows the main part, which begins with a bow. The third part of the lesson - musical and rhythmic - is the most dynamic. It includes dance movements, creative tasks, dance compositions, round dances, tasks for building and rebuilding. In this part of the task, children can independently create musical images. Conducting musical games and learning dances, the music director continues to educate children's interest and love for music, develops a sense of rhythm, musical memory. Continuing to learn the ability to coordinate their movements with the nature of the music, the music director uses musical works that are more diverse in content and form, leading children to distinguish and understand the simplest elements of musical expression. Children learn to understand and coordinate their movements with a change in the strength of the sound (loud-quiet), register color (high and low sound), tempo (fast-slow) and with the simplest form of a piece of music. The musical director invites children to move to the music of two- and three-part pieces with brightly contrasting parts and change movements according to the changing nature of the music, teaches children to perceive the elements of musical expression in complete unity with the nature of this music.

Musical and rhythmic movements are extremely important for the formation of positive character traits, emotional and volitional qualities of a person. Rhythmic movements make children experience what is expressed in music. This, in turn, affects the quality of performance. Rejoicing in the music, feeling the beauty of their movements, the child is emotionally enriched, experiences an upsurge and cheerfulness. Thus, musical-rhythmic movements are an educational process and help the development of many aspects of the child's personality: musical-aesthetic, emotional, volitional and cognitive.

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