The use of Multimedia Technologies in Music Classes in Preschool Educational Institutions

Najmetdinova Nigora Irkinovna
Teacher of Urgench state university, Urgench city, Uzbekistan

A B S T R A C T

This article discusses topical issues of using multimedia technologies in the music education of preschoolers to expand the possibilities of organizing educational activities.

A R T I C L E I N F O

Article history:
Received 28 March 2022
Received in revised form
27 April 2022
Accepted 31 May 2022

Keywords: educational space, preschool education, information resources, information and communication technologies, interactive learning, game technologies.

Hosting by Innovatus Publishing Co. All rights reserved. © 2022

Informatization of preschool education opens up new opportunities for teachers to widely introduce new methodological developments into pedagogical practice aimed at implementing innovative ideas of the educational process.

The process of informatization in preschool educational institutions is conditioned by the requirement of a modern developing society. This direction of development of the educational industry, as emphasized in state documents, is recognized as the most important national priority. The system of teaching preschool children includes modern information technologies, electronic educational and methodological complexes developed on the basis of innovative technologies. Domestic and foreign studies convincingly prove the special role of information technology in the development of the intellect and, in general, the personality of the child.

At present, one of the most dynamically developing and promising areas of information technology is multimedia technology, which expands the possibilities of organizing educational activities. Multimedia resources at music lessons in kindergarten open up new opportunities for presenting educational material (color dynamic illustrations, sound accompaniment, fragments of "live" classes, etc.). However, multimedia technologies in music lessons should be just a didactic means of transmitting information, which should not play a leading role. The main thing is still the evaluation characteristic given by the teacher, his interest in the subject and the development of students, and the ability to interest them.

To begin with, let's consider the conditions for selecting and compiling multimedia support, starting from each of the components of multimedia technologies. When compiling multimedia support, you should not abuse bright colors so that the development of the educational program is not hampered by special diversity. Do not forget that girls and boys like different colors. Girls' favorite color is often red, pink, while boys prefer darker colors. It is also important that the color and shape correspond to the content of the object (tomato - round and red, cucumber - oval and green). The shape of an object is an important

characteristic of an object that a preschool child perceives almost on a par with color. It should be taken into account the features of the description of the picture by the child, which depend, first of all, on its content, familiar or little known to the child, on the structure of the picture, the dynamism or static nature of the plot.

Animation attracts the attention of the child with its brightness and imitation of liveliness, but you should not use the special mobility of objects. The speed of their movement and the actions they carry out should not be extremely fast, but should not be annoyingly slow either.

Sounds should not irritate children. Musical works should be easy for the perception of the child. The best option for listening to music for a child is classical and folk music. Classical music has a great influence on the development of cognitive processes such as memory, thinking, imagination, and speech. Folk music, on the other hand, opens the door to the life of our ancestors, to their customs and holidays for the child.

The use of multimedia accompaniment in a music lesson requires a certain organization. First of all, you need to prepare children for viewing. The most effective form of preparation is a conversation, in which the music director, by skillfully posed questions, helps children to remember everything they know about a given topic. The introductory remarks before showing the multimedia guide should not be very long, a few minutes will suffice. It is advisable to put two or three key questions that children should answer after viewing the multimedia manual. The discussion of what is seen on the screen should be carried out in such a way that the children are not imposed ready-made points of view, but they themselves come to certain conclusions, which contributes not only to the development of active thinking, but also forms its independence, the ability to draw conclusions.

Multimedia does not provide the lively energy that preschool children need. Therefore, a very important condition is the leading role of the teacher, and multimedia accompaniment is a didactic tool for music lessons. The teacher should carefully prepare for the demonstration of the presentation: clearly know the purpose of the show, have complete material on the topic of the demonstration, be ready to answer questions on the topic of the presentation.

Preschoolers play an active role in the perception of multimedia accompaniment, which is not limited to simple commentary on the visual range. They, relying on specific visual images, under the guidance of a teacher, compare, analyze, highlight the main thing, make certain logical conclusions, generalizations. Thus, the teacher organizes a single process of figurative perception and active mental activity of children. Computer accompaniment, multimedia accompaniment is a new phenomenon for preschoolers, and acquaintance with it should take place at the pace that children's abilities require, and in this case, they should be equal to those children who learn the material more slowly. Classes should be built in such a way that in the future multimedia technologies do not cause negative emotions in such children and, moreover, fear and psychological discomfort.

When creating and displaying an electronic presentation, the following requirements must be observed:

- comply with sanitary and hygienic standards (a clear image, the distance to the screen should be at least 50 cm, the optimal duration for preschoolers is no more than 5 minutes);
- take into account the individual and age characteristics of children, without which the process of education and upbringing is ineffective;
- include a multimedia presentation in the lesson gradually and only at the appropriate moment of the lesson;
- use short presentations from 10 to 25 slides with a clearly defined single theme;
- clearly highlight the main, essential when showing illustrations;
- coordinate visibility with the content of the material;
- choose a background, determine the style of the presentation;
- apply sound effects only if they do not distract from the main content;

- Do not overload your presentation with animation effects.

Making a good visual material is quite difficult, because for this you will have to make a lot of effort to select pictures, add music and take into account other nuances. Multimedia presentations are made mainly with the help of two programs - PowerPoint and Impress. Both of them have a clear interface and are quite easy to learn.

However, it is not enough to make a presentation - it is also important to show it to children. This already requires appropriate equipment in the classrooms: basically, an electronic board or a projector is required. However, if there are no suitable devices, you can find an alternative: a small group can show a multimedia presentation on a brought laptop or take the children to a computer class. Presenting information on a computer screen in a playful way is of great interest to children; movements, sound, animation for a long time attracts the attention of the child. With the aim of effective methodological support of integrative forms in educational musical activity, a series of such multimedia teaching aids "Game Theory of Music" has been developed, such as: "Dance Mosaic", "In the World of March", "Different Types of Orchestras".

The means of new information technologies are included in all types of musical activities. Multimedia presentations cause a desire to repeatedly listen to a piece of music, help to remember it for a long time, visual perception of the studied objects allows you to quickly and deeply perceive the material presented. Presentations are indispensable when introducing children to the work of composers, in this case, bright portraits, photographs attract the attention of children, develop cognitive activity, and diversify the impressions of children. Presentations may contain photographs and creative works of the children themselves.

Singing occupies a leading place in the system of musical and aesthetic education of preschool children. This type of activity also involves the use of information and communication technologies. When working on the quality of the performance of songs, sound extraction, video clips with the participation of children are used: the performance of the song by the children is recorded on a video camera, then, together with the children, it is viewed on a large screen through a projector and discussed.

The use of information and communication technologies when performing musical and rhythmic exercises, various dances helps children to accurately follow the instructions of the teacher, to perform movements expressively. Watching specially created videos contributes to the high-quality performance of dance compositions.

Multimedia presentations help to solve the following program tasks:

- expand the ideas of preschoolers about state, folk holidays, about art, traditions and customs of peoples, about the work of composers;
- develop the necessary qualities (associative-figurative and logical thinking, imagination, cognitive activity);
- contribute to the education of children's aesthetic taste, the ability to appreciate works of art, objects of the outside world and the environment;
- Form the ability to give an adequate assessment of their own creativity and creativity of their comrades.

Thus, the use of multimedia technologies in the music education of preschoolers allows the development of modern didactic materials increases the efficiency of the educational process, makes it more visual and rich. But at the same time, it must be remembered that multimedia technologies are only a means for realizing the goals and objectives set by the teacher. Therefore, the main role in the musical education of preschoolers will always remain with the music director.

List of used literature:

1. Knyazeva Y.N. The use of information and communication technologies in the professional activities of a music director in preschool educational institutions. Pedagogy: Traditions and Innovations: Proceedings of the III International Scientific Conference. (Chelyabinsk, April 2013). Chelyabinsk:

Two Komsomol members, pp. 52-54.

2. Yanova E. A. The use of multimedia technologies in the work of a music director. Actual tasks of pedagogy: materials of the VI international scientific conference. (Chita, January 2015). Chita: Young Scientist Publishing House, pp. 60-62.
3. Komarova T. S. Information and communication technologies in preschool education. M., 2011
4. Radynova O.P., Katinene A.I., Polavandishvili M.L. Musical education of preschool children. M., "Enlightenment", 1994
5. M.S. Osenneva. Theory and methods of musical education. M., Publishing Center "Academy". 2012
6. Vetlugina N.A. Methods of musical education in kindergarten. M., "Enlightenment", 1982