



A Set of Methods for the Formation of Vocal Skills in Preschool Children

Маллабоев Авазбек Ганижонович

avazbek_mallabayev@bk.ru

Профессор кафедры музыкального образования Андижанского Государственного Университета. Факультет искусствоведения.

Abstract: All vocal skills are closely interrelated, so work on them should be carried out in parallel. Naturally, each vocal exercise has the goal of forming some definite skills, but when performing it, it is impossible to let the rest out of the attention. This is the main difficulty for a little singer - to learn that in order to achieve a sustainable result, it is necessary to use absolutely all the knowledge, skills and abilities acquired in the classroom.

Keywords: variety art, teaching method, comparison, singer, breathing, voice

In pop vocals, the following teaching methods are used: - visual (demonstration) method (used when showing illustrative material, for example, when studying the structure of the larynx, ligament closure, vocal breathing - chest, diaphragm and lower abdomen; when performed by a teacher of musical material); - verbal method (includes explanation, story, comparison, remark, conversation, discussion, communication of tasks, accessible to children's perception, analysis; it is desirable to record all speeches in the process of teaching students on a video camera and analyze together with them, identify errors, take into account the best moments of the speech); - game method (includes song games, games and exercises for relaxation, for the development of creative abilities, acting out scenes, role games); - practical teaching methods include trainings, vocal exercises. They can be divided into two groups: 1) exercises that are applied out of touch with any particular work. They contribute to the consistent mastery of the technique of pop singing; 2) exercises aimed at overcoming specific difficulties in learning songs. Systematic and targeted use of exercises helps to strengthen and develop the voice, improve its flexibility and endurance. - partial-search methods allow students to carry out individual and collective search, choice of costumes, stage design, etc. ; - emotional (selection of associations, images, artistic impressions). Based on the generalization of methods for the formation of vocal skills of other authors, we have developed a set of methods for the formation of vocal skills in preschool children: 48 - visual-visual, game, verbal, practical methods for the formation of singing breathing; - practical, visual, game, the method of getting ahead and returning to what has been passed on the formation of articulatory skills; - visual-auditory, game, verbal, practical and method of plastic intonation for the formation of intonation hearing; - methods of theatricalization, artistic context for combining vocal and motor (dance) activities. To form such a vocal skill as singing breathing in preschool children, we selected the following set of methods: visual-visual, game, practical methods. Let's consider each of them separately. The visual method was used in the work very often, since the teacher needed to show the correct and incorrect performance, and the teacher also showed and did breathing exercises together



The Peerian Journal

Open Access | Peer Reviewed

Volume 6, May, 2022.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

with the children. The practical method was used in performing exercises and improving them. The game method was used throughout all classes, since the game is the main activity of preschool children. It is in the game that visual and practical methods are combined, for example, when the teacher shows, tells and tries to do any breathing exercise with the children [38]. Thus, a set of game breathing exercises was developed, where visual- visual, game and practical methods were used to form singing breathing. First, work is underway to develop the melody of the sound on the basis of elementary mastery of singing breathing, which significantly affects the purity and beauty of the sound, the expressiveness of the performance. This is a complex and lengthy process, so at the initial stage of training it comes down to mastering a smooth and uniform inhalation and exhalation that does not interrupt the musical phrase. Such an exhalation largely depends on the correctly taken 49 breaths. It is very important to teach the child to take a breath correctly and in the right place [12]. It is necessary that the child understands what is wanted of him. To teach children a calm breath, not overloaded with air, without the participation of the shoulders, exercises from the breathing exercises of A.N. Strelnikova ("Palms", "Drovers", "Pump", "Kitty" and others) and the system of D. Ogorodnov ("Smell the flower") help. 1. Snowflake (Blow the snowflake off the palm of your hand); 2. Candle (Imagine that the palm is the flame of fire and blow on the palm so that the flame does not go out); 3. Forest (Children depict how the forest makes noise when the wind blows, the teacher shows the dynamics of sound, strong or weak wind). So that children do not break the word, you can show the right and wrong performance, then the children must correctly perform the exercises. To develop breathing, sing vowel sounds on exhalation, open syllables (for example: yes, ta, la), phrases, starting with short and gradually moving to longer ones. To form articulatory skills in preschool children, we selected the following set of methods: practical, visual-visual, playful, a method of running ahead and returning to what has been passed. Let's consider each of them separately. The practical method was used in performing articulatory exercises and improving them. The visual-visual method was used in the work when the teacher needed to show the correct and incorrect position of the language, and the teacher also showed and did exercises for the formation of articulatory skills together with the children. The game method was used throughout all classes, since the game is the main activity of preschool children. To do this, tongue twisters were used that needed to be sung. The method of looking ahead and returning to what was passed was used in the work on certain consonants, children could learn tongue twisters only for the letter "r", but the teacher gave another, 50 formation of hissing sounds. Further work on the formation of the "r" continued, when they switched to hissing, the children already knew one tongue twister with this sound. All effective work on the formation of articulatory skills in preschool children is possible when it is formed in the process of play. In the game, you can combine practical, visual, game, the method of running ahead and returning to what has been passed. Work on articulation begins with the formation of rounded vowels and consonant pronunciation in moderate-tempo songs, and then in weighty, humorous songs that require the mobility of the articulatory apparatus [33]. The main goal of articulatory gymnastics is the development of high-quality, full-fledged movements of the organs of articulation, preparation for the correct pronunciation of phonemes. As a result of this work, children increase the level of speech development, singing skills, improve musical memory, attention [4]. Learning tongue twisters for different letters is also an integral part of the lesson. 1. A fairy tale about the tongue (a set of exercises for warming up the articulatory apparatus, told in the form of a fairy tale, which attracts preschool children and they like it very much). 2. Tongue twisters



The Peerian Journal

Open Access | Peer Reviewed

Volume 6, May, 2022.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

on the letter "r" (a complex of tongue twisters on the formation of this letter). 3. Tongue twisters on the letter "sh" (a complex of tongue twisters on the formation of this letter). 4. Tongue twisters on the letters "l", "m", "n" (a complex of tongue twisters on the formation of these letters). For the formation of intonation hearing in preschool children, we selected the following set of methods: visual- and playful, verbal, search, practical, plastic intonation. Let's consider each of them separately. 51 The visual and auditory method was used in the work when the teacher needed to show the correct and incorrect sound extraction, correct intonation, and the display of the work. The game method was used when the teacher played song games, games and exercises for relaxation, for the development of creative abilities, acting out scenes, playing roles. The verbal method (explanation, conversation, discussion) helped to reveal new concepts and terms of vocals; explain the theoretical foundations of vocal performance techniques; help students comprehend the content of a piece of music; finding a creative way to show the work using movements. The practical method was used in performing chants and exercises and improving them. The method of plastic intonation was used to show the movement of the melody, conveying the intonation of the music in the plasticity of the movement. 1. Exercises for the development of intonation hearing; 2. Listening to works and comparing them with each other; Also in the complex we included the method of theatricalization and artistic context to combine vocal and motor (dance) activities. Also, these methods are used during the game. It should be noted that in this case it is impossible to bypass the topic of repertoire selection. After all, it should correspond to age, vocal capabilities, and also contribute to the formation of vocal skills. The selection of repertoire is perhaps the most important and difficult task – to find a song that would be in tune with the mood of children, reflect their interests and ideas about the world around them, was available for performance [39]. For each age group, interesting and accessible material was selected, with the help of which it was possible to solve various problems of the formation of vocal skills. After all, songs, nursery rhymes cause a surge of positive emotions in children, create a joyful mood, and educate an optimistic character [8]. After the selection of the repertoire, the vocal work begins. 52 For the clarity of the data, a table has been formed that reflects what methods were used in the formation of certain vocal skills Forming vocal skills in preschool children in the conditions of a variety studio is carried out in the unity of work on breathing, articulation, intonation; in the relationship between speech and vocal intonation; in the relationship of vocal and motor components; with the use of games and theatricalization. In the course of experimental search work, a set of methods was applied to form vocal skills in preschool children. It was selected on the basis of methodological materials in order to take into account all the skills necessary for the initial stage of training and combine their formation into a single activity - the game. We have developed a set of methods for the formation of vocal skills in preschool children such as singing breathing, articulation skills, intonation hearing. For each age group, interesting and accessible material was selected, with the help of which 53 it was possible to solve various problems of forming vocal skills. To form vocal skills in all cases, the game method is used, which made it possible to combine all the methods into one complex.



The Peerian Journal

Open Access | Peer Reviewed

Volume 6, May, 2022.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

From the references:

1. Alpatova, A. S. Istoriya muzyka. Archaic in the world musical culture : a textbook for universities / A. S. Alpatov ; Holes. ed. V. N. Yunusova. — 2nd ed. — M. : Izdatelstvo Yurait, 2019. — 247 p.2.
2. Alpatova, A. S. Narodnaya muzykal'naya kul'tura. Archaic : textbook for SPO / A. S. Alpatov ; Holes. ed. V. N. Yunusova. — 2nd ed. — M. : Izdatelstvo Yurait, 2019. — 247 p.3.
3. Bodina, E. A. Istoriya muzykal'nogo pedagogiki. Ot platona do kabalevsky : uchebnik i praktprom dlya vuzov / E. A. Bodina. — M. : Izdatelstvo Yurait, 2018.