

## MUSIC THERAPY AS A MEANS OF ADAPTATION TO PRESCHOOL INSTITUTIONS FOR CHILDREN OF YOUNGER AGE GROUPS

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**Abstract:** *This article discusses the role of music therapy in providing psychological and pedagogical support to young children during their preparation for and adaptation to preschool educational institutions. The stages of music therapy and their specific functions are outlined. The article also highlights the emotional development of children, their socialization through music, and the involvement of parents in this process.*

**Keywords:** *music therapy, young children, preschool institution, adaptation, pedagogical and psychological support, education and upbringing.*

## MUSIQIY TERAPIYA KICHIK YOSHDAGI GURUH BOLALARI UCHUN MAKTABGACHA TA'LIM TASHKILOTIGA MOSHLASHISH VOSITASI SIFATIDA

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**Annotatsiya:** *Maqolada musiqa terapiyasi yordamida bolalarga MTTga tayyorlanish va moslashishda psixologik va pedagogik yordam berish mavzusi muhokama qilinadi. Musiqa terapiyasining bosqichlari va ularning vazifalari keltirib o'tiladi.*

**Tayanch iboralar:** *Musiqiy terapiya, kichik yoshdagi bolalar, maktabgacha ta'lim tashkiloti, moslashish, pedagogik va psixologik yordam, ta'lim-tarbiya.*

In early childhood, most children spend their time within the family, where they are raised by close relatives, receive care, and have their basic needs met. This familial environment contributes to the full development of a child's psychophysical characteristics. However, such children often lack experience in regular communication with peers, which can hinder their ability to adapt to preschool institutions and complicate interactions with teachers and peers. Many children who are not prepared for preschool face difficulties in separating from their families, which can result in fear and anxiety.

To ease this adaptation process, some preschool institutions have created socialization groups where young children attend with their parents. The main goal of these groups is to provide psychological and pedagogical assistance to help children adjust to the preschool environment. These groups also allow parents to observe and enrich their interactions with their children, support communication with adults and peers, and facilitate the child's transition into new conditions.

The foundation of early childhood education lies in developing essential skills and abilities such as imitation, repetition, observation, listening, comparison, differentiation, and generalization—all critical for acquiring life experience [1, p.7].

One of the most significant activities in these groups is music lessons. Introducing children to music helps develop their musical abilities and early aesthetic perception. Music expresses emotions and moods that children can grasp from a very young age. Musical pieces convey images that help children learn about the world around them. Thus, musical activities have a positive impact on a child's development. When teachers and parents work together, the adaptation process becomes smoother. It's important that parents participate in all activities, serving as role models for their children.

Music education for preschool children focuses on developing musical abilities through various forms of musical activity. However, due to the psychological and physical characteristics of young children, mastering these activities can be challenging. Therefore, various forms and technologies of working with young children have been studied to create effective music therapy sessions.

The development of music therapy is associated with researchers such as V. Lyustritsky, I. Tarkhanov, and V.M. Bekhterev. Music therapy can serve as an emotional stimulus, a means of communication, and a method for musical development during the adaptation process to preschool institutions.

The use of music therapy requires specific conditions and methods for organizing lessons. Sessions should be held in aesthetically pleasing, bright, comfortable, and spacious rooms equipped with a piano, children's musical instruments, and audio equipment.

Music therapy sessions with children are conducted in several stages. Typically, the first stage involves playing calm music, allowing children and their parents to play together, explore the music room, and meet others. The main goal at this stage is to create a comfortable environment and prepare children for further activities.

The second stage is the most emotional and active. During this phase, several short musical pieces are played, usually contrasting in tempo, mood, and dynamics (e.g., the first piece is dynamic, the second one is slower and calmer). These are accompanied by joint performances involving both parents and children. Musical activities include movement, singing, playing instruments, and most importantly, free improvisation. The emotional impact of the sessions depends on the diversity of music, exercises, overall tone, intonation, and the instructor's ability to organize the session effectively.

Considering the child's quick fatigue and developmental characteristics, using various sound timbres (high, low, soft, loud) is effective. Alternating activities is also necessary. The goal is to create a supportive environment for the children throughout the session.

The third and final stage involves playing joyful music that evokes positive emotions and a sense of happiness. Children are given complete freedom of movement—they can play with toys, use various props for improvisation, and perform with simple instruments like rattles, drums, bells, etc. Beyond therapy sessions, music continues to accompany the child during other preschool activities.

Conclusion:

Music therapy activates the child, helps overcome discomfort and negative emotions, and improves emotional well-being. Experience shows that music therapy helps create a positive emotional background, develops perception, speech, and sensory functions, and eases children's anxiety and stress.

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