



TYPES OF MUSICAL ACTIVITIES IN PRESCHOOL EDUCATION

Nuraliyeva Zuxra Anvarovna

Teacher of Gulistan State Pedagogical Institute, research fellow;

e-mail: Zukhranuralieva9515@gmail.com

Abstract. *This paper explores the main types of musical activities in preschool education and their role in the holistic development of children. The study emphasizes six core components: musical perception, children's performance, musical and rhythmic movements, singing, playing instruments, and children's musical creativity. These activities not only enrich children's musical abilities but also contribute to their emotional, intellectual, physical, and social growth.*

Keywords: *musical perception, children's performance, rhythmic movements, singing, preschool education, creativity, cultural development.*


Introduction. Music is one of the most influential forms of art that deeply affects human emotions and shapes spiritual culture. In preschool education, music plays a crucial role in nurturing children's sensitivity, imagination, and creativity. Musical activities are not limited to entertainment; they serve as an important pedagogical tool that supports cognitive, emotional, and social development.

Preschool children are particularly receptive to music due to their natural curiosity and sensitivity to artistic impressions. Therefore, teachers and caregivers must organize musical activities in a structured way that fosters both individual and collective growth. This paper examines different types of musical activities and explains how each of them contributes to the overall development of preschool children.

Musical Perception. Musical perception is a complex psychological process, reflecting the emotional and cognitive interpretation of sounds. For children, it represents the foundation of musical education. Through listening and experiencing music, children develop sensitivity, imagination, and the ability to recognize the emotional character and imagery of a piece.

Perception allows children to distinguish between different moods such as joy, sadness, or calmness. For example, a march instills a sense of determination and strength, while a lullaby encourages feelings of peace and tenderness. The child's environment plays a decisive role in this process: family traditions, the educational setting, and especially the teacher's approach influence the depth of musical perception. Thus, properly organized listening activities develop not only children's musical taste but also their emotional intelligence.

Children's Performance. Performance is an active form of musical activity that enables children to express themselves creatively. In preschool education, children's performance is realized through singing, dancing, rhythmic movements, and playing instruments. Unlike



professional performance, the goal here is not technical perfection but the joy of participation and self-expression.

By performing music, children learn to communicate emotions, share their inner world with others, and experience collective harmony. Group performances also strengthen social bonds, develop cooperation, and encourage responsibility. At the early stages, the emphasis should be placed on the process rather than the outcome, ensuring that children enjoy and engage with music without the pressure of results.

Musical and Rhythmic Movements . Musical and rhythmic movements are a natural response to music and serve as an effective means of deepening perception. By moving in time with the rhythm and character of the music, children embody its emotional content physically.

From the middle preschool age, special attention is given to coordination, flexibility, and rhythm development. Dancing, clapping games, and other rhythmic exercises enhance children's motor skills while simultaneously fostering creativity. Such activities also stimulate imagination, as children invent new gestures or movements to accompany music. These experiences help children establish a stronger emotional connection with the musical material.


Singing. Singing is the most natural and enjoyable form of musical activity for children. It begins at an early age with imitation of sounds and continues as a structured educational process in preschool institutions. Singing develops vocal skills, diction, and breathing control.

At younger ages, children respond emotionally to melodies, while at later stages, teachers introduce exercises for correct vocal production, breathing techniques, and intonation. Singing has a powerful impact not only on musical abilities but also on physical health: it strengthens the lungs, improves speech, enhances memory, and stimulates circulation. According to medical experts, singing is considered one of the best forms of breathing exercise.

Furthermore, singing helps children develop aesthetic taste, expressiveness, and artistic individuality. Group singing builds teamwork and collective responsibility, while solo singing encourages self-confidence and independence.

Playing Musical Instruments. Playing musical instruments has a unique charm for children, as it provides them with direct and active involvement in the musical process. Preschoolers are particularly drawn to percussion instruments, which help them develop a sense of rhythm and coordination.

Instrumental activities train auditory attention, enabling children to distinguish timbres and tones. Collective instrument playing also fosters cooperation, discipline, and the ability to listen to others. Improvisation with instruments allows children to express their imagination by creating simple rhythmic or melodic motifs, such as marches, dances, or lullabies.



The success of instrumental activities depends on the balance between guidance and freedom. Teachers should provide a structured framework while allowing space for spontaneous creativity. This approach develops not only musical skills but also critical thinking, problem-solving, and social responsibility.


Children's Musical Creativity. Creativity is one of the most important outcomes of preschool education. Musical creativity is expressed through improvisation in singing, dancing, and playing instruments. For example, inventing new movements for a familiar song, singing a lullaby to a doll, or creating a simple rhythm with percussion instruments are all forms of early creativity.

Teachers play a central role in stimulating creativity by providing appropriate methods and supportive environments. A positive group atmosphere encourages children to learn from one another, as peer examples often inspire those who are less confident. Creative musical activities develop imagination, emotional responsiveness, and aesthetic worldview, which are essential for the formation of a well-rounded personality.

Conclusion. Musical activities in preschool education go far beyond simple entertainment. They are an integral part of personality formation, fostering emotional sensitivity, creativity, and cultural values. By engaging in musical perception, performance, rhythmic movements, singing, playing instruments, and creative improvisation, children develop essential life skills such as communication, cooperation, and self-expression.

Therefore, music should be considered not only as an artistic subject but also as a powerful pedagogical tool. Properly organized musical activities contribute to children's holistic development, preparing them for future academic and social success.

References

- 
1. Vetlugina, N. A. Methodology of Musical Education in Kindergarten.
 2. Zimina, A. N. Fundamentals of Musical Education in Preschool Institutions.
 3. Babadzhani, T. S. Musical Education of Young Children.
 4. Yudina, E. I. First Lessons of Music and Creativity.
 5. Bekina, S. I., Lomova, T. P., & Sokovnina, E. N. Music and Movement.
 6. Journal Handbook of the Music Teacher.
 7. Zatsepina, M. B. Musical Education in Kindergarten.
 8. Zatsepina, M. B. Cultural and Leisure Activities in Kindergarten.
 9. Хайров Р. З., Султанов А. А. ИНДИВИДУАЛЬНЫЙ ПОДХОД К УЧЕНИКАМ НА УРОКАХ ИСКУССТВА В ШКОЛАХ УЗБЕКИСТАНА // Символ науки. 2020. №5. URL: <https://cyberleninka.ru/article/n/individualnyy-podhod-k-uchenikam-na-urokah-iskusstva-v-shkolah-uzbekistana>
 10. Р.З.Хайров, Г.О.Азамкулов - Инновационные проекты и программы в психологии ..., 2022. СОВЕРШЕНСТВОВАНИЕ ПРОФЕССИОНАЛЬНОЙ

ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ ИЗО. <https://ami.im/sbornik/MNPK-PP-105.pdf#page=92>.

11. Nurillo R. GLOBALASHUV DAVRIDA MUSIQA SAN'ATI MIGRATSIYASI JARAYONLARINING MADANIYATLAR O'ZGARISHIDAGI TA'SIRI //Elita. uz-Elektron Ilmiy Jurnal. – 2024. – T. 2. – №. 1. – C. 92-94.

12. Narzullayevich Y. S. TALABALARNING AN'ANAVIY XONANDALIK MAHORATLARINI SHAKLLANTIRISHDA ASOSIY IJOCHILIK KO'NIKMALARI //PROSPECTS AND MAIN TRENDS IN MODERN SCIENCE. – 2024. – T. 2. – №. 17. – C. 32-35.

13. MORAL AND AESTHETIC PRINCIPLES OF EASTERN THINKERS: APPLICATION IN MODERN EDUCATION. (2025). International Journal of Artificial Intelligence, 5(05), 1489-1494.

<https://www.academicpublishers.org/journals/index.php/ijai/article/view/4677>.

13. Jumaboev Nabi Pardaboevich. (2025). BEAUTY AND MORAL EDUCATION IN EASTERN PEDAGOGY: OPPORTUNITIES FOR APPLICATION IN THE PROCESS OF ARTISTIC EDUCATION. ИКРО журнал, 16(01), 170–172. извлечено от <https://inlibrary.uz/index.php/iqro/article/view/104838>.

14. Sattarov A. Romantik kompozitorlar ijodini o'rganish jarayonida umumta'lim maktablari o'quvchilarida sun'iy tafakkurni shakllantirish //Fan va ta'lim. – 2021. – T. 2. – No 12. – 471-475-betlar.