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**DESIGNING CHILDREN'S CREATIVITY AND DIAGNOSTIC ANALYSIS OF THEIR DEVELOPMENT.**

**O. Shodiyeva**

*Samarkand State University., Uzbekistan*

**Article history:**

*Received: 04<sup>th</sup> February., 2022*

*Accepted: 05<sup>th</sup> February., 2022*

*Published: 06<sup>th</sup> February., 2022*

**Abstract:** *This article gives an idea of the degree to which children's musical abilities are formed, and how music lessons in preschool institutions form children's musical abilities through various activities in the process of a music lesson. It also provides a brief overview of the diagnostic analysis of children's creative development through music education.*

**Keywords:** *ability, sensuality, motor, dynamics, talent, cognition, primitive, activity, artistic image.*

Ability is an individual trait of a person that is a subjective condition for the success of a particular type of activity. Ability is manifested in the process of activity. [1.43-b]

Ability is not the knowledge, skills and abilities, but the dynamics of achieving them. Ability is defined by the speed, depth, and depth of mastery of the methods and ways of working.

Ability is an opportunity that is manifested in the process of activity. For example, if a person does not have the necessary skills for musical activity, it is impossible to talk about his musical abilities. [1.49-b]

Psychology shows that the human child is born not with a ready ability, but with a source of realization and development of any ability. Talent cannot develop on its own, it needs a favorable environment for its development.

A child may be born gifted with music, but his or her musical ability will not develop unless a favorable environment is created for his or her musical characteristics to take shape. One of the leading factors in the formation of a person as a person is the environment. An environment is a collection of external events that affect a person. The environment, in turn, is divided into natural, social, family, and so on.

The social and family environment is important for the development and formation of musical ability in a person. If a human child is not exposed to human beings, but to animals, then some biological manifestations of hereditary traits are preserved, but human thought, activity, and behavior are not formed. Etiquette, morality, character - all the spiritual qualities of a person are formed only on the basis of the interaction of environment and upbringing.

One of the most important conditions for the development of children's musical performance skills is the formation of their musical abilities. Because musical abilities - a sense of rhythm of music, a sense of mood, listening to music, musical memory, emotional sensitivity to music - are a factor in the development of performance skills in children.

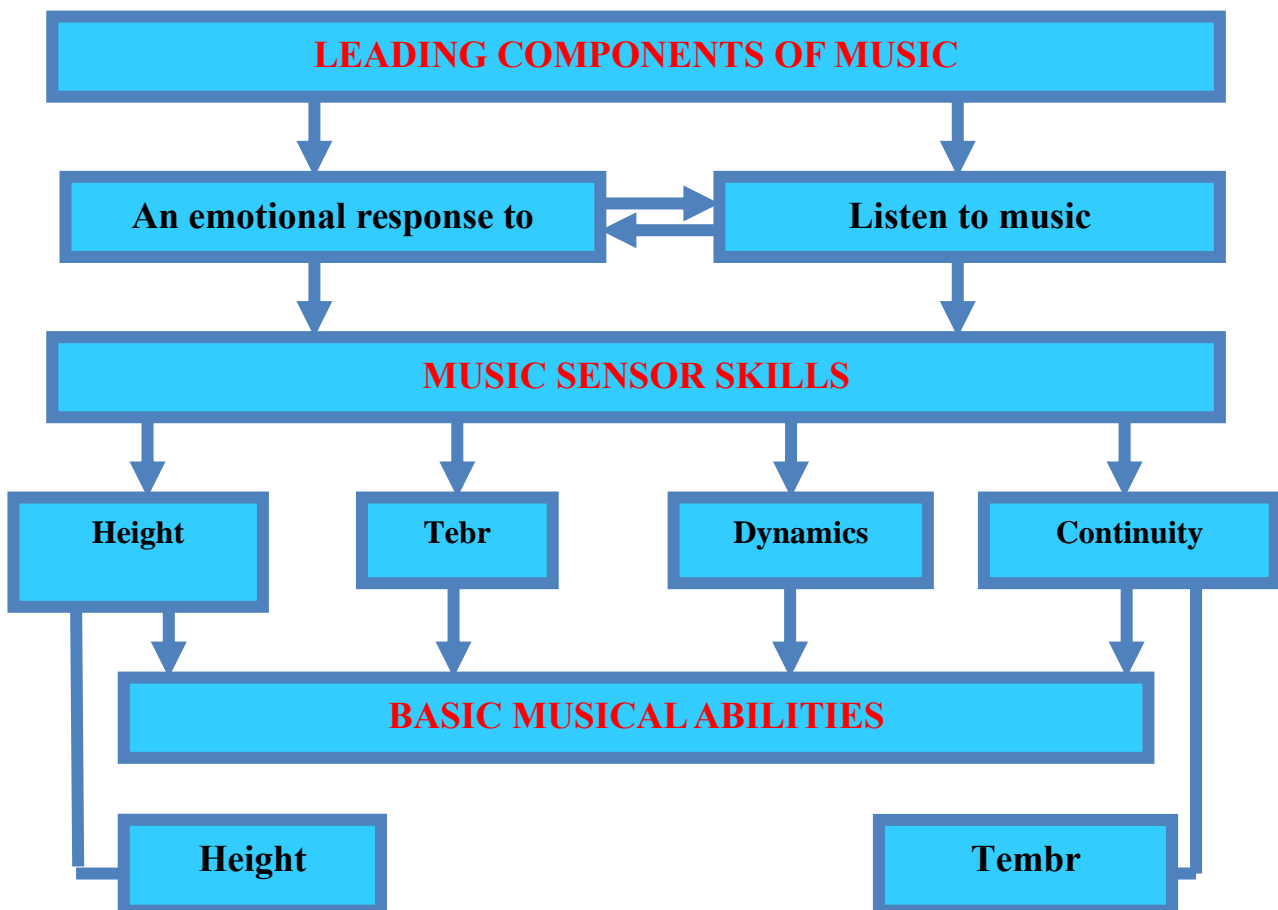
Educator N.V. Vetlugina noted that "... in fact, musical experiences are always based on sensory abilities, because music is perceived through the simplest tones, complex images and, above all, emotions, and musical ability develops." [P. 5,67] The highest level of ability is talent. Talent is

the ability of a person to perform a complex activity successfully, independently and uniquely. [6,52-b]

One thing to note here is that we do not agree that all generations of people with musical ability will also have musical ability. Their children may have the ability to play music, but if this ability is not developed, the ability will not develop into an ability. After all, music serves to form the spiritual, artistic and moral culture of the younger generation, to cultivate national pride and patriotism, to expand the horizons of thought, to develop creative skills and artistic taste, to cultivate independence and initiative.

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Every music director needs to know that every music lesson is fun and will be remembered for a long time by children, and that they will be able to use exhibitions effectively to improve their musical abilities. When organizing a class, the music teacher should keep in mind the following:

- ◆ description of the lesson, new songs, dances, exhibitions of used musical instruments;
- ◆ be able to connect parts together;
- ◆ communicate in a simple and low tone, taking into account the age characteristics of children to keep them interested;
- ◆ access to technical means;
- ◆ Strengthen children's knowledge and skills through riddles and puzzles;
- ◆ Organize musical action games using attributes and toys.
- ◆ use of pictures, portraits of composers and composers, shapes of different colors when listening to music;
- ◆ use of musical step visual aids, handouts in sound tuning exercises;
- ◆ Find the name of the song based on the pictures when singing;
- ◆ use of attributes (flowers, ribbons, flags, balls, etc.) in lapars and dances; [4,28-b]

When teaching musical movement and figurative games, teaching children to think by preparing the appropriate attributes for the game allows them to move independently in the staged process and plays an important role. The above tips will work during the training. Develops children's musical thinking. Nurtures perception and emotion.

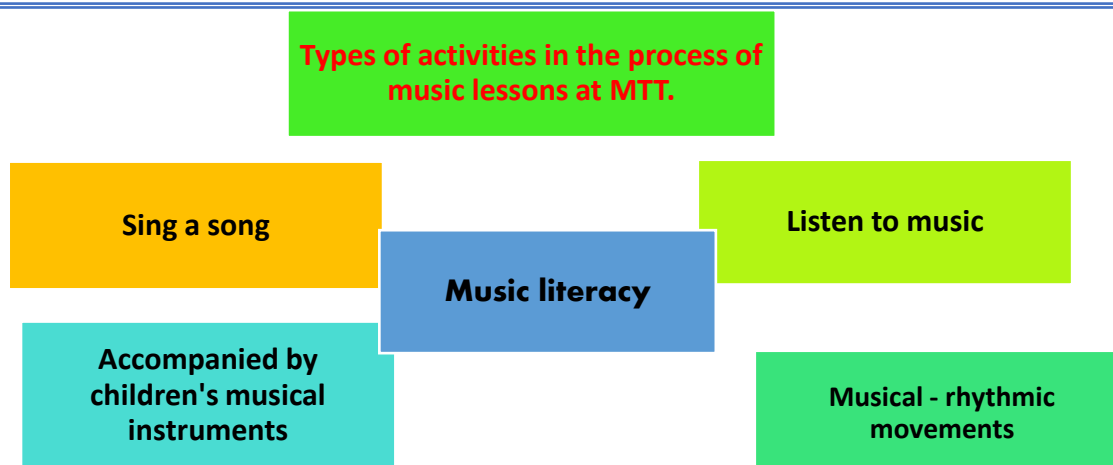
**Musical - sensory abilities**

In music lessons, the child's sensory abilities include volume, timbre, strength, sense of hearing; the concept of rhythm; ability to be productive; develops creative execution skills.

**Let's take a closer look at them:**

1. Musicality consists of quality complexes necessary for successful performance of musical activity, all elements of which are reflected in their structural relations.
2. All abilities are characterized by a synthesis of emotional and auditory components. All types of musical activity are characterized by emotional diversity.
3. At the heart of the components of emotional hearing lie together the following basic musical abilities: the ability to grieve, to think, to imagine and to remember high relationships, the ability to grieve, to distinguish, to imagine and remember a musical rhythm. This basic musical ability is something that is always needed when performing any musical activity.
4. Musical abilities appear in the process of various musical activities, such as a complex of abilities. For example: basic musical abilities in the composition of musical perception, etc.: means for performance - with an instrument, with sound - to help express the mood of musical content, exciting processes, initiative, creative thinking, technical abilities - purity of the singer's intonation, low motor apparatus - enters. Creative abilities include the components that characterize performance: expressiveness, accuracy, sincerity, and the distinctive components of productive creativity. [2.82-b]

Musical ability, like musical ability, begins in the child in a very primitive way and develops in the course of various musical activities. In the early stages of a child's development, all the basic musical abilities begin to appear in him, and the superiority of one over the other becomes known only later. The early onset of musical abilities in some children is said to be due to their intelligence. But the fact that others start later does not mean that they are lagging behind



1. Singing develops a musical outlook and musical taste. In this activity, children sing based on their musical knowledge. To do this, they learn information about the piece of music. In the process, they develop a musical outlook and musical taste. [4,34-b]

2. Musical thinking, imagination and musical worldview are formed in the activity of music literacy. In this type of activity, children learn about the history of music, the means of expression of music - rhythm, meter, register, measurement, fret, tempo, note path and writing, length and pitch of sounds, music creators, performers, their musical thinking takes shape. This, in turn, takes children into the world of music and shapes their musical worldview. [2,16-b]

3. In the activity of listening to music, musical perception, musical worldview is formed. In this activity, children listen to music and begin to perceive it directly. This shapes their musical thinking, as well as their musical worldview. They begin to reflect on the piece of music they are listening to.

4. In the activity of performing rhythmic movements under music, a musical worldview, musical taste, musical thinking, musical perception, a sense of musical rhythm and musical memory are formed. In this type of activity, almost all musical psychological features are formed in children. Because in this activity, they are directly involved in the musical work. First, they listen to a piece of music (musical perception), which requires them to remember the rhythmic appearance of the music (musical memory) and to choose which instrument sounds better (musical taste). In this activity the pupil develops independent thinking (musical thinking), as a result of which his musical worldview is formed. [2,15-b]

5. Accompanied activities on children's musical instruments develop musical worldview, musical taste, musical thinking, musical perception, sense of musical rhythm and musical memory. At the same time, it should be noted that music, regardless of its type of activity, helps to shape all the psychological aspects of the individual. It should be noted that each of the musical activities has an impact, albeit partial, on the formation of all the listed psychological characteristics. In particular, music shapes emotions, musical worldviews, musical perceptions, musical thinking, musical imagination and musical abilities. This means that they also influence the formation of children's general musical culture and aesthetic outlook. [3,57-b]

In conclusion, it should be noted that any ability can be neglected if it is not developed. Musical skills, in particular, need to be developed through special activities. The development of musical skills in children in preschool education should be carried out through the activities listed in the table, which form the basis of music lessons.

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