



Importance of Musical and Rhythmic Education in Singing Actors

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Abstract: This article talks about the role of musical-rhythmic movements in the student's all-round musical development, and the fact that the harmony of music and movement increases the student's spiritual and physical maturity and leads to maturity.

Keywords: Music, action, musical works, songs, singer's stage direction.

In the comprehensive musical development of a student, musical-rhythmic activities are as important as other types of activities. They develop musical and creative skills, develop teamwork skills. The educational value of performing movements in accordance with music, that is, the sense of rhythm is activated, the mastering of musical material deepens, performing movements helps to observe the development of a musical image, and qualities specific to the image of a musical work are formed. The ability to express one's emotions in actions while listening carefully to music affects the student's ability to control their actions. Musical and rhythmic movements are one of the collective activities. To the sounds of music, they themselves: clap their hands, work with their feet, perform movements with various objects. Feeling the unity of music and movement is inherent in human concepts. This quality is the main factor in the development of students' musical performance skills in musical-rhythmic movement activities. Due to the limited time and the lack of a special room, it is inconvenient to perform movements in music classes. They can perform this activity, especially some dance elements, sitting or standing. Musical rhythmic movements, like other activities, develop all-round musical abilities in students, including:

- ✓ sense of musical rhythm;
- ✓ creative ability;
- ✓ forms the skills of hearing and perception, responsibility:
- ✓ working with a partner:
- ✓ Working as a team.

Performing movements to music activates a person's sense of rhythm. This helps to learn the musical material of the lesson more deeply. This, in turn, has an educational value. With the help of actions, students can show the character traits of the work. It is a plastic processing of musical material based on the activity of musical-rhythmic movements. It enhances the emotional impact of music.

All this happens as a result of inculcating skills and abilities that harmonize movement with music, its character, mood, and the goal is achieved. With the help of rhythmic movements, impressions about musical forms and laws of musical development are strengthened. Development of a sense of rhythm can be achieved only by changing the nature and direction of movement. Not only musical-auditory impressions are developed through the expressive actions of staging musical works, songs, but also performance skills and artistic tastes are formed. If they are tasked with coming up with an independent action; they invent and perform their own actions according to the image and character of the music. Usually, programmed music is chosen for staging dances, because its content and the sequence of actions are clear. Wide use of technical means is recommended during the improvement

of movements under music. This allows the students to get acquainted with the new sounds of familiar tunes, and the teacher to ensure that the actions are performed accurately. It can be said that the harmony of music and movement connects the spiritual and physical development of a person and leads to perfection. The issues of the relationship between music and movement have been discussed many times in psychology, pedagogy, physiology, and musicology. I. Sechenov, B. Teplov proved the positive effect of music on the general functional activity of the body. People such as N. Aleksandrova, M. Rumer, E. Konorova, N. Vetlugina, M. Palavandishvili have been engaged in the development of the musical-rhythmic education system. At this point, it should be said that the system of rhythmic education, founded by the Swiss musician and pedagogue E. Daikroz, was widespread in many countries at the beginning of the 20th century. The method of E. Jacques Dalcroze is based on the development of musical hearing, memory, attention, sense of rhythm, plastic expressive movements in children based on specially selected exercises. Musical-rhythmic activity includes three interconnected directions:

- The first provides musical development, i.e. development of musical hearing, formation of skills to adapt movement to music, acquisition of musical knowledge; ensures the development of musical and musical hearing, forms the skill of subordinating movement to music, helps to master musical knowledge;
 - The second direction forms correct movement skills: walking (walking, walking, brisk, calm, athletic, solemn, spring walking, etc.); stepping (high, on tiptoe, wide, soft, springy, choral, etc.); jumps (light, mobile); rotations; hand movements (soft, gentle, mobile); claps (slow, hard, low, high, waving hands, holding close to each other, sliding "saucers", sliding movements with close palms); dance elements (from Uzbek folk dances, mirror, rope, shoulder throw, "throw the ball up", clapping and hand movements to the side, ball, polka, golop, waltz-like dance elements, etc.); rotation on tiptoe, combination of jumping with a springy step; hand movements (gentle, sharp); standing and changing in different situations; includes actions with objects (balls, ribbons, flags).
 - The third direction focuses on the formation of students' skills to control body movements (accurate and quick movement, change of movement). Taking into account the directions indicated above, the work chosen by the teacher when preparing for the lesson should be thematically and movement skills suitable for the subject of the lesson, deepen and strengthen the clear musical impressions, musical knowledge, performance skills must be developmental. It is the main means of music and rhythmic movement. The main style of these movements is reflected by the rhythmic movements of different directions. Musical rhythmic movements perform the following tasks in the art of music.
- ✓ Teaches the art of living with music
 - ✓ Communicating with music with inner feelings, developing rhythmic perception and moving to music.
 - ✓ Creates the ground for the free movement of the singing muscles, improves the quality of performance through delicate and elegant movements.
 - ✓ Forms the nature of musical pieces, their enthusiasm, and the ability to find actions suitable for them.
 - ✓ Increases the stage attention of the singer, helps to carry out effective cooperation with the stage partner.

He creates a unity factor not only in his own actions, but also in summarizing the general actions of his fellow actors. All the movements of the singer on the stage should be in accordance with the rhythm. He should also perform dance during the process of creating an image on the stage. The main focus of his actions is to follow the rules, to emphasize rhythmic movements during performance, and to feel the music. . Rhythmic musical play and movement with music are of great importance in the mental aesthetic and physical development of music. All types of musical activities greatly help the child's growth. His musical ability, especially his sense of music, and his memory of

music develop well, because any type of movement is performed under the rhythm and tactics of music, and the musical tones associated with the movement are kept in the child's memory. Dance and musical movements develop mobility in a child, exercise the body, and help the child to grow properly. Various emotional feelings are awakened by musical works, creating different moods, we created unique images in its tone, which help the child to express movement schemes with artistic gestures. So, movement with music helps to develop the child's intellectual and aesthetic abilities and will, and marching music is of special importance, giving the child a great and refreshing feeling.

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