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TECHNOLOGY FOR THE DEVELOPMENT OF VOCAL CHORUS ABILITIES OF CHILDREN OF PRESCHOOL AGE

The process of reorganization of the entire education system places high demands on the organization of preschool education and training, intensifies the search for new, more effective psychological and pedagogical approaches to the pedagogical process.

The development of preschool education, transition to a new qualitative level cannot be realized without the development of innovative technologies. Innovations define new methods, forms, means, technologies used in pedagogical practice, focused on the child's personality, on the development of his abilities.

The content of education is becoming more complex, focusing the attention of teachers on the development of creative and intellectual abilities of children, aimed at activating the cognitive development of the child.

A teacher needs to be able to navigate the variety of integrative approaches in the upbringing and development of children, methods, ways, methods of teaching, educational means aimed at achieving positive results through dynamic changes in the personal development of the child in modern socio-cultural conditions.

The main part. Childhood is a period of initial socialization of the child, his/her introduction to the world of culture and universal values. Therefore, it is necessary to develop the child in all kinds of activities: play, theatrical, musical. Music evokes different feelings in children: joy, surprise, admiration, festive upliftment, or a slight sadness.

Musical art, reflecting life in all its diversity, broadens the outlook of the child, enriches his spiritual world.

The great potential of cognitive development of children is contained in singing. The process of singing helps the child to acquire certain skills in the development of voice, contributes to the formation of personality, the development of musical taste, promotes health (develops respiratory muscles, has a beneficial effect on the nervous system), helps to eliminate speech defects. In singing there is a general development of the child - formed its higher mental functions, speech develops.

Singing is one of the most favorite types of musical activity for children. Thanks to the word song is more accessible to children in content than any musical genre. Choral singing unites children, creates conditions for their emotional musical communication. The text of songs helps the child to understand the content of music, making it less abstract, and the musical image more concrete. The very performance of songs is a kind of emotional reaction of the child to the surrounding, an expression of his mood. German musicologist Kurt Sachs, who lived in the last century, said that music begins with singing. If your soul sings, sing [1].

Singing is the most accessible performing type of musical activity for preschool children. Children sing with pleasure, which contributes to the development of their active perception of music, the ability to sincerely, deeply express their experiences.

It is known that singing is an indicator of the spiritual health of the nation.

Folk song is unique in its melodic and harmonic structure. It differs from the songs of other nations in its versatility. But, with the passage of time, the way of life of people has changed dramatically, and as a result, the chain of direct transmission of the song heritage of the people has been interrupted. In the modern world the attitude to cultural traditions of the past is quite different. Parents, and often teachers do not give due attention to the aesthetic development of the child. Singing is an amazing art. It develops not only musical hearing, but also emotional responsiveness, attention,

memory and thinking. In addition to developmental and educational tasks, singing solves another important task - health and correctional, activates auditory and speech abilities. Singing has a beneficial effect on the development of the voice and helps to build a smooth and continuous speech. For children with speech pathology singing is one of the factors of speech improvement.

Performing songs helps the child to express his feelings preschooler. Choral singing gives an opportunity to experience unity with comrades. Group singing is an effective means of relieving tension and harmonizing personality. The essential difference lies in the methods and techniques. All preschool pedagogy, including music, is based on the game methodology, which allows you to achieve good results in learning.

The latest scientific research in the field of music pedagogy and the experience of many preschool institutions, as well as historical experience, testify that vocal education has an impact on the all-round development of the child's personality. After all, the education of hearing and voice affects the formation of speech, and speech, as is known, is the material basis of thinking. In addition, systematic vocal education has a favorable effect on the physical health of children, singing not only gives the singing pleasure, but also exercises and develops his hearing, respiratory system, and it is closely related to the cardiovascular system, therefore, he, involuntarily engaged in breathing exercises, strengthens his health.

And what wonderful opportunities for the aesthetic development of children lurk in a variety of collective forms of work on musical education - singing in the choir, participation in matinees, entertainment, concerts. But the most important, perhaps, is that singing is the most accessible and democratic form of national Russian performance and actively involves the singers in the creative process.

Therefore, in the preschool institution it is considered as the most effective means, contributing to the education of children's tastes, the formation of the foundations of their musical culture.

In the process of studying vocal, children learn the basics of vocal performance, develop artistic taste, broaden their horizons, learn the basics of acting.

The aim of the study: formation of aesthetic culture and development of creative potential of students through exposure to vocal art.

The music of China has several millennia of its development. It has been influenced by the musical traditions of the Middle East, Central and South Asia, and Southeast Asia. It has also absorbed elements of music of the peoples that were part of the Chinese state (Uighurs, Tibetans, Mongols, Jurchens, Manchus, etc.), and in turn has had a significant influence on the music of Korea, Japan, some peoples of Southeast Asia and the Pacific Ocean. Chinese music from antiquity developed under the influence of religious and philosophical-ideological doctrines.

Confucian treatises developed a cosmological concept of the nature of music, emphasized its social and political role. Music in Confucianism was regarded as one of the means of state administration, as well as an essential factor in educating people and achieving social harmony.

According to the ideas of Taoism, music was supposed to promote the manifestation of natural psycho-emotional reactions of man, his merging with nature.

The Buddhist worldview emphasized the mystical beginning in music, helping to comprehend the essence of existence, the process of spiritual perfection of man.

The concept of yue in Chinese culture meant not only music, but also other arts, as well as something beautiful in general, characterized by a high degree of organization. Multilevel symbolic thinking in music reflected attempts to establish correspondences of individual musical tones, musical instruments, types and genres of music with elements of the universe and socio-political systems. Thus, in the lui-lui system, the sounds of the 12-step sound sequence were associated with the periods of the day, with the position of the Sun and the Moon, with the months of the year, and so on. On the basis of this system was created pentatonic sound order, the steps of which were associated with the five types of semantic intonation in the Chinese language, and identified with the five elements of nature, the sides of the world, with the ranks of the social hierarchy and so on. The sound of instruments (especially ceremonial orchestras) was maintained in exact accordance with an elaborated scale of sound pitches. The Chinese were convinced that its violation could have catastrophic cosmological and socio-political consequences.

Formation of singing skills – one of the most complex and important sections of musical education of preschool children. Teaching children vocal, it is necessary to take into account that the vocal apparatus of the child is fragile, delicate, continuously growing in accordance with the development of the whole body of the child. Therefore, it is necessary not only to know the methodology of teaching singing, but also to take care of the child's voice. Systematic work allows

you to take into account the physiological and vocal features of each child, so I consider the priority in the work of individual-differentiated approach to the abilities of each child [2].

1. Music director plans and implements work on the development of vocal-choral skills of children 5-7 years old, taking into account their age and individual vocal-choral abilities. Studies individual singing characteristics of children. Helps teachers in the selection of musical-song repertoire for the organization of regimental moments and classes. When teaching babies to sing, it is necessary to take into account that the child's vocal apparatus is fragile, delicate, continuously growing in accordance with the development of the whole body of the child. Therefore, it is necessary not only to know how to teach singing, but also pay special attention to the protection of children's voice. This is facilitated by a thoughtful selection of musical repertoire that corresponds to the singing age capabilities of children and thoughtful teaching of singing, in accordance with the age possibility of the range (5-6 years "re-si"; 6-7 years "to the first octave to the second octave). Systematic work allows to take into account the physiological and vocal features of each child, so I consider the priority in the work of individual-differentiated approach to the abilities of each child.

2. In work with children it is necessary to be guided by the following principles:

– upbringing training: the music director in the process of teaching children to sing simultaneously fosters in them love for the beautiful in life and art, causes a negative attitude to the bad, enriches the spiritual world of the child. Children develop attention, imagination, thinking and speech.

– accessibility: the content and scope of knowledge about music, the scope of vocal skills, teaching methods and their assimilation by children correspond to the age and level of musical development of children of each age group.

– consistency and systematicity: at the beginning of the year easier tasks are given than at the end of the year; gradually moving from the learned, familiar to the new, unfamiliar.

– visibility: in the process of learning to sing, the main role is played by the so-called sound visualization, concrete auditory perception of various sound ratios. Other sense organs: vision, muscle sense complement and strengthen the auditory perception. The main technique of visualization is a sample performance of the song by the teacher.

– conscientiousness: consciousness is closely connected with mental, volitional activity of children, with their interest in the song repertoire. Of great importance for the mental activity of children is the speech of the adult, the presence of a variety of intonations in his voice, expressive facial expressions, bright and artistic performance of the song.

– durability: songs learned by children after some time are forgotten if they are not systematically repeated: vocal skills are lost if children do not practice singing for a long time. To repeat songs do not bore children, it is necessary to diversify this process, introducing elements of new. Fixing the song repertoire should be not just a mechanical repetition, and consciously reproduce it.

– benevolence and openness.

3. An important condition is the preparation of children for concert activity, the ability to sing collectively and individually, emotionally, in accordance with the content and character of the song. Conclusion. Thus, the process of reorganization of preschool education requires from teachers a broad outlook and the ability to integrate different approaches in the upbringing and education of children. Musical activity, especially singing, acquires special importance, because it not only promotes the development of musical skills, but also forms emotional responsiveness and stress resistance in children.

Conclusion. Singing becomes a means not only of cognitive but also of health-improving development, contributing to general health promotion and correction of speech pathologies. Choral performance creates an atmosphere of unity, which is important for children's socialization.

As a result, musical art, especially through singing, enriches the child's world, developing his/her personality and abilities, and becomes an essential tool in the emotional and social development of preschoolers.

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