



Music Therapy

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ABSTRACT

In the article Art therapy, types of art therapy and harmonizing the mental state of a person through the development of self-knowledge and self-knowledge through music therapy, the importance of the use of art for therapeutic purposes is that art therapy it is used to express and study different feelings and emotions on a symbolic level.

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Introduction

Art therapy (from the English word art "art" + therapy) is a field of psychotherapy and psychological correction based on the use of art and creativity in therapy. Music art therapy usually includes treatment with music and other forms of art to influence the psycho-emotional state of a person.

The main goal of art therapy is to harmonize a person's state of mind through the development of the ability for self-expression and self-knowledge. The value of using art for therapeutic purposes is that art therapy can be used to symbolically express and explore various emotions and feelings.

Music art therapy is based on the process of listening to music and making music. With the help of musical art therapy, a person has the ability to regulate and develop the emotional sphere of the personality.

Musical art therapy tools help to harmonize a person with the natural and social environment. The reason for this is that music has fundamental principles such as the rhythm and sound of all living things. With the help of music, you can help your child feel the rhythms of nature and human life, feel

the various sounds and harmonies of the surrounding world, demonstrate the uniqueness of specific biorhythms, reveal the features of sound and through it - o You can teach specific personal qualities.

It was found that music has three main factors that affect many areas of human life: vibration, physiological and mental. Sound vibrations stimulate metabolic processes in the body at the cellular level. These fluctuations are capable of changing various body functions (respiratory, motor, cardiovascular). The child's mental state also changes due to the associative relationships that arise in the process of perceiving and playing music.

Main part

When working with children, it is recommended to use a wide range of musical instruments and musical genres that affect various bodily functions. For example, wind instruments (whistles, pipes, toy pipes, harmonics, tape recorders, etc.) with weak fine motor skills of fingers, keyboard instruments with sensory organs (toy piano or children's synthesizer) can be used to enhance and improve the respiratory function. problems, getting rid of stress or, conversely, activating the emotional sphere of the child's personality - listening to music for relaxation, as well as the noise of nature (the noise of the sea, forest, thunder, etc.).

One of the components of music art therapy is vocal and breathing exercises. The main goal of vocal development is to increase the adaptability and reserve capabilities of the human body. And, of course, it is difficult to overestimate the importance of a song as an artistic phenomenon and a means of self-expression. It is also well known about the positive influence of the song on the psycho-emotional background of the human body.

Human perception of music is the process of deciphering by the listener those feelings and thoughts that are included in a piece of music and are repeated by the performer. Just as the soul of a composer living in music enters into a kind of dialogue with the heart of the listener, so the experiences of past generations are passed on to future generations. But listening to all the music in different ways is explained by the fact that everyone's inner world is different. The impact of a piece of music on the listener often depends not on the content of the piece of music, but on the psychological state of the listener, the conditions of his training and how the musical experience has developed.

Younger preschoolers are easily separated from adults by their emotional reactions, and when they sing to music, they appear at an earlier age. In children from 3 to 12 years old, little music is often associated with evil or sadness, and basic songs with a cheerful or neutral emotional state.

In fact, there are no restrictions on the perception of music by all people, but preschool age is a period of rapid development. Perception of music can occur on a conscious or unconscious level.

Emotions play a central role in the process of musical perception. Reflected emotions are a complete set of human experiences, both positive and negative. Music is emotional in its essence, and therefore emotional knowledge of it is a great opportunity to develop the emotional sphere.

Compared to other forms of art, the artistic images encoded in a piece of music are the most abstract.

Psychotherapeutic features of a person, for example: weakness and weakness of the nervous system, unconsciously its mobility and dynamics force a person to give preference to music that matches his psychodynamic characteristics. Musical rhythms are likely to influence the biorhythmic

structures of the brain, which correspond to the frequency of rhythms perceived under the influence of music. With the growth of musical experience and broadening of horizons, musical abilities develop, the psychodynamic parameters of the biorhythm of the brain improve, and musical additions change.

For music to have the greatest impact on listeners, it needs to be tuned in and prepared for it. You need to sit comfortably, relax, and pay attention to the sound of the music. Music should be music, to which the listener goes and visits the most intimate corners of the soul - the composer himself, who created this music.

The true beauty of music lies in the ability to experience this oneness not only with tones and sound waves, but also through music to unite your nature, with other people, your people and humanity in general, and find the psychological stability you need. and mental health.

Classes with children with mental disabilities in music perception are focused on modeling their positive emotional state. The process of perceiving music by children together with the teacher helps them "step" into something other than real life, the world of fantasies, the world of strange images and moods. In the story, before listening, the teacher sets the child's perception of a certain figurative musical picture, and then a tone that frees the child from negative experiences, revealing to him the beauty of nature and the world. Having listened, the teacher in conversation with children (case study) determines what they "saw", what they felt, what they did, how they drew, describe in words in an imaginary journey. This perception of music relieves stress, improves the psycho-emotional state of children.

Listening to music is used both in individual and group work. Each of these forms can be demonstrated in three types of music therapy: receptive, active, and integrative.

The receptive perception of music is based on the interdependence of music and movement. In sign language, facial expressions, postures, movements, and the child's internal emotional state are always reflected. Rhythmic movements work as a means of non-verbal communication and relieving emotional stress.

I. The traditional form of work based on passive perception of music, firstly, is a catalyst for emotional processes, secondly, as a background music when drawing, and thirdly, as a means of recreation, it enhances the involvement of listeners in the work process. ...

II. Active work with musical images includes:

1) exercises for self-awareness through music (description of the emotional-figurative content of music, its comparison with the situation);

2) dance freely to music that allows self-expression, free the engine;

3) a sketch of musical images, including group ones, in which models of optimal interaction with peers are developed;

4) musical sketches - individual improvisations on a theme (for example, "My situation"). Promotes the liberation of the child, enriches his non-verbal expression;

5) dialogues on instruments, in which children communicate with each other using musical instruments, contribute to their mutual understanding, improve the style of behavior;

6) "live music", when the same tone is performed in different tones (for example, a strong lullaby, sometimes frightening, sometimes joyful, etc.).

The purpose of music perception is to harmonize the child's personality, restore and correct his psychoemotional state and psychophysiological processes with the help of musical art.

- regulation (increase or decrease) of the emotional tone of the child;
- removal of psycho-emotional arousal;
- mastering new means of expressing emotions;
- the formation of an optimistic, life-affirming attitude;
- developing relationships with peers;
- develop the ability to convey your mood through music, actions, colors;
- overcoming childhood trauma through the perception of music;
- modeling of a positive state (catharsis).

The child must learn to embody an artistic image in various forms of art: sight and hearing, fingertips and everything in general. If children learn to perceive music with love and inspiration, then each of them will suddenly discover hidden natural talents and abilities. The true beauty of music is that you can find yourself not only in the melody and tones of the music, but also in music, with nature, with other people, with your people and humanity in general, and through this experience of oneness. desired psychological stability and mental health.

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