



Skills For Organizing An Entertainment Hour In A Pre-School Educational Organizations

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Abstract: The article talked about the skills of organizing an entertaining hour in a preschool educational organization.

Key words: preschool education, entertainment, organization, skill, Pedagogy, methodology, educational work, music, musical art, music education.

Maktabgacha Ta'lim Tashkilotida Ko'ngil Ochar Soatini Tashkil Etish Ko'nikmalari

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Annotatsiya: maqolada maktabgacha ta'lim tashkilotida ko'ngil ochar soatini tashkil etish ko'nikmalari haqida gap borgan.

Kalit so'zlar: maktabgacha ta'lim, ko'ngil ochar, tashkil etish, ko'nikma, pedagogika, metodika, tarbiyavish ishlar, musiqa, musiqa san'ati, musiqa ta'limi.

Holidays and entertainment play a special role in the aesthetic education of preschoolers.

H.A. Vetlugina, classifying holidays and entertainment as forms of organizing the aesthetic education of children in preschool educational



institutions, noted that work on aesthetic development in kindergarten is closely connected with all aspects of the educational process, therefore the forms of its organization are very diverse.

“A holiday is a manifestation of all forms and types of culture of a given group, starting from accepted forms of behavior, ending with demonstrations of outfits and the use of traditional songs,” writes A.N. Zimina.

The term “holiday” is often used to characterize emotional states (a holiday of feelings, emotions, soul, heart). The holiday is associated with a feeling of pleasantness and joy.

A holiday for children is not only an entertaining event, but also a lot of difficult preparatory work, as well as a natural situation for the development and learning of children.

When preparing holidays and entertainment, teachers and educators must first of all focus on the interests of each specific child and group of children for whom this holiday is being prepared. And the main criterion for selecting material here is entertainment, brightness and fun. All this is in mass manifestation. The holiday develops children, prepares them for creative, productive activities, and helps solve many specific educational problems. Early childhood experiences often remain in memory for a lifetime. Their brightness and richness can warm and decorate a person’s soul for many years. Holidays add their own special feelings and experiences to the general chain of joyful moods and unforgettable emotions of childhood.

Holidays are the joy of communication, the joy of creativity and co-creation, the joy of self-expression, the joy of emancipation and mutual enrichment. Due to the fact that for the full, comprehensive development of children, it is necessary to use all kinds of situations to develop their speech, thinking, and coordination. And the holiday in this case should have not only entertaining, but also developing and educational functions.

“The holiday reveals the richest opportunities for the comprehensive development of a child. In any holiday there are various types of art: literature, music, painting, theater, pantomime. Thus, the holiday is a synthesis of almost



all types of arts. And the widespread use of their tools in working with children allows you to expand your horizons, form the child's views and norms of behavior, and develop his creative abilities. In various types of activities, inclinations are manifested, certain skills and abilities are formed. At the festival, children not only talk, but dance, sing, and draw. Children learn to subordinate their movements to the rhythm of music, to distinguish musical tempos, to reflect them in movements, games, accompanied by speech."

From the first years of life, a child unconsciously reaches out to everything bright and attractive, rejoices in shiny toys, colorful flowers and objects. All this gives him a feeling of pleasure and interest. The word "beautiful" enters children's lives early. From the first year of life, they hear a song, a fairy tale, look at pictures; simultaneously with reality, art becomes the source of their joyful experiences. In the process of aesthetic education, they undergo a transition from an unconscious response to everything bright and beautiful to a conscious perception of beauty.

Aesthetic perception of reality has its own characteristics. The main thing for him is the sensory form of things - their color, shape, sound. Therefore, its development requires a large sensory culture.

Beauty is perceived by a child as a unity of form and content. Form is expressed in a combination of sounds, colors, lines. However, perception becomes aesthetic only when it is emotionally colored and associated with a certain attitude towards it.

Aesthetic perception is inextricably linked with feelings and experiences. A feature of aesthetic feelings is disinterested joy, a bright emotional excitement that arises from meeting the beautiful.

The teacher must lead the child from the perception of beauty and emotional response to it to understanding and the formation of aesthetic ideas, judgments, and evaluations. This is painstaking work, requiring the teacher to be able to systematically, unobtrusively permeate the child's life with beauty, and in every possible way to ennoble his environment.



Holidays are the joy of communication, the joy of creativity and co-creation, the joy of self-expression, the joy of emancipation and mutual enrichment.

Children's participation in singing, games, round dances, and dancing strengthens and develops the child's body and improves coordination of movements. Preparation for holidays and entertainment is carried out systematically and systematically, without disturbing the general rhythm of life in the kindergarten. If the teacher knows the children well, their interests, and individual characteristics, he knows how to make every day of the children's stay in kindergarten joyful and meaningful for them.

Holiday idea. At the heart of every holiday and entertainment is a certain idea that should be conveyed to every child. This idea should run through the entire content of the holiday; songs, poems, music, dances, round dances, performances, and decoration serve to reveal it. The idea of the holiday will be conveyed to every child if it is revealed using artistic material accessible to children, taking into account their age and individual characteristics. This is achieved primarily by carefully selecting a repertoire (poems, songs, dances, etc.) for children of each age group. In this case, the children's existing repertoire, the level of development of their vocal and motor skills, and interests are taken into account. Speaking about the accessibility of the holiday, you should also remember about the time of its holding. "In children of the junior and middle groups, fatigue occurs much earlier than in older preschoolers. Kids are able to comprehend a much smaller number of poems, songs, etc. Therefore, the duration of the holiday for them should not exceed 20-30 minutes. For older preschoolers, its duration increases to 45-55 minutes. and the repertoire becomes much richer and more diverse" [15].

Classification of children's parties. The holiday should be emotionally rich. The beauty of the setting, the solemnity of the music, the general high spirits - all this increases sensitivity to the aesthetic side of reality. Children want to actively participate in the holiday; they are not satisfied with the role of observers. And the teacher is given the opportunity to satisfy the desires and



need for activity of each child. You just need to choose the right form of activity for each of the students. One will read poetry, another will sing, the third will dance. No child should be deprived of the opportunity to show what he is capable of and feel equal in an atmosphere of shared joy.

“The following holidays are held for children in kindergartens:

▪ *Autumn holiday.* It is usually held in October. This is a holiday when children say goodbye to summer. The hall is decorated with yellow leaves and images of fruits and vegetables. Since this holiday is the first in the school year and children in classes were mainly engaged in repeating material covered last year, the main component of the holiday is spectacle and games.

▪ *New Year.* Children are traditionally visited by Father Frost and the Snow Maiden. Children dance around a decorated Christmas tree. The hall is decorated with sparkling lanterns, colorful garlands, toys and snowflakes. Children show Santa Claus their dances, songs, and read poetry. New Year is the most joyful holiday for everyone. Therefore, it is usually the brightest, most memorable. Teachers come up with many games and surprise moments. A wide variety of fairy-tale characters come to wish children a Happy New Year. At the end of the holiday, Santa Claus gives gifts to the children.

▪ *March 8.* Children congratulate their mothers, grandmothers, and teachers on the holiday. During art classes, children prepare gifts for mothers and grandmothers.

▪ *"Goodbye, kindergarten."* This holiday is held for children of the preparatory group at the end of the school year. Children say goodbye to their kindergarten and thank their teachers. As a rule, the theme of school is widely represented in this holiday.”

These holidays can be divided into two types:

1. Calendar:

▪ *March 8.* The goal is to develop a sense of respect and gratitude for the mother.

▪ *New Year.* The goal is to develop in children an attitude towards the holiday as a wonderful, joyful event; development of children's emotionality.



2. Thematic:

- Autumn holiday. The goal is to develop the ability to see beauty in nature.
- Goodbye, kindergarten. The goal is to develop positive motivation for future schooling; cultivating a sense of gratitude towards kindergarten teachers; development of emotionality.

Children's activities in the context of holidays and entertainment. In any holiday there are various types of activities - musical, speech, and visual arts. It is also worth highlighting a special type of activity – communication. Psychology defines activity as the internal (mental) and external (physical) activity of a person, regulated by a conscious goal.

Already in the first years of life, the child develops the prerequisites for mastering the simplest forms of activity. The first of these is the game. This form of activity is the main one throughout the preschool period of a child's life. But the preschooler himself rarely realizes the needs that push him to play. And the purpose of his activity is the activity itself, and not the practical results that are achieved with its help.

In psychology, philosophy, and pedagogy, various classifications of activities are presented. The most common classification is the following:

- reproductive activity aimed at obtaining an already known result by known means;
- productive (creative) activity aimed at developing new goals and corresponding means or achieving known goals with the help of new means.

“Analysis of this classification allows us to say that activity is an active form of relationship to an object.”

Creative activity is a human activity during which he creates something new. It does not matter whether it is some thing of the external world or a construction of the mind or feeling. In pedagogy, creative activity is defined as an objective factor in the development of a child's personality. The professional purpose of a teacher is to organize the process of personality formation, i.e. organize the child's life as a constant ascent to culture, interaction with the world at the level of modern cultural achievements, so that in the course of such



interaction maximum personal development occurs and at the level of this development he enters social life.

The leading type of activity in children is reproductive activity, since the leading type of thinking is visual-effective, visual-figurative is just being formed, and verbal-logical thinking is practically absent at this stage of development. Children perform all actions “according to a template,” their thinking is very specific, and as a result of this, it is too early to talk about creative activity. At this stage, the prerequisites for the development of creative activity in the future are formed.

At the heart of any holidays and entertainment, musical activity occupies the main place. In its mass manifestation it consists of songs and dances.

In the process of staging a dance, a lot of work is done to develop auditory perception. Children need to be taught to distinguish between musical beats and the rhythm of music, it is also necessary to learn dance movements, which in turn has a beneficial effect on the development of gross motor skills, coordination and muscle memory. Dance also allows children to feel the character and rhythm of the music through a set of certain movements.

Speech activity plays an important role in the holiday for children, which mainly comes down to learning poems. The main difference between this type of activity for children is a more careful selection of speech material in accordance with the state of speech and the capabilities of each individual child, as well as preparatory work, which involves a complete and comprehensive study of the text, allowing not only to memorize and reproduce words in a certain sequence, but and understand the internal content of the poem, its meaning, as well as master all the words of the work and use them as much as possible in an active dictionary.

Reading poetry and other speech activities at the holiday is not only desirable and possible, but also necessary, as it creates rich opportunities for speech development and creates a much-needed speech environment for children with hearing loss; a child placed in the conditions of public speaking feels responsible: he must speak, speak in such a way that he is understood.



Children love to perform and show what they can do. A holiday is a good situation for activating speech.

Visual activities play a major role in the process of preparing the holiday, during which visual memory, fine motor skills, attention and accuracy develop.

“Visual activities have enormous cognitive power, allowing children to use the visual analyzer. To help the visual analyzer in visual arts classes, it is possible to involve other intact analyzers - touch, motor sensitivity. The visual range, perceived by the child in the process of visual activity, is combined with the word. Based on the combination of a visual image and a word, children form ideas about the world around them. The skills and abilities that make up the technique of drawing, appliqué, and origami are of a motor nature. And movements form the basis for the formation of ideas about shape, size, space, etc. For the development of human motor skills, the maturation of the neuromuscular system and the assimilation of the historical experience of previous generations are of great importance. Mastering hand movements is especially important for a child’s development. The development of hand movements largely depends on mastery of tools and tools. The human hand as a working organ begins to develop early and gradually improves in the process of various activities, including visual ones” [1].

The peculiarities of visual activity lie in the fact that for its implementation it is important not only the development of the hand, but the joint development of the hand and eye. Visual control of movement is necessary at all stages of image creation. And in classes in visual arts, it is necessary for children to develop eye-hand coordination, since both are involved in children in the process of speech activity. Children, preparing for the holiday, give gifts to their parents (cards for mom for March 8), participate in the process of decorating the hall (snowflakes, decorations for the Christmas tree for the New Year, leaves for the autumn holiday), using appliqué, origami and drawing. It is very important that the child understands that through his work he is participating in a common cause. It is interesting for children to watch how, through their



efforts, the usual hall turns into a fabulous snow-covered forest, then into a green spring meadow, or into an autumn park.

“Communication, as a special type of activity, is actively used both in the preparation process and directly during the celebration. It happens between children and the teacher, parents, characters in the action and, of course, between the children themselves. Of interest to us is the point of view of psychologists on communication as a multifaceted process of developing contacts between people, generated by the needs of joint activity. Communication includes the exchange of information between participants in joint activities, which can be characterized as the communicative side of communication. When communicating, people turn to language as one of the most important means of communication.”

The second side of communication is the interaction of those communicating - the exchange in the process of speech not only of words, but also of actions and deeds. The third side of communication involves the perception of those communicating with each other. It is very important whether one of the communication partners perceives the other as trustworthy, intelligent, understanding, prepared, or whether he assumes in advance that he will not understand anything and will not understand anything communicated to him.

A very important task is to create a warm, friendly atmosphere in the team, teach children tolerance, establish their communication “on equal terms”, so that there are no offended and deprived people, so that a bright, cheerful, kind event in a child’s life - a holiday - does not turn out to be bad for him mental trauma, so that only good, bright memories, and not bitter resentment, remain in his memory for many years. Thus, in a single process of communication we can conditionally distinguish three sides: information transfer, interaction and mutual perception. Knowledge of the patterns of communication and the development of communication skills and abilities are especially important for a teacher, whose professional task can be successfully solved only if he manages



to productively include children in joint activities, establish mutual understanding and interaction.

So, in the process of preparing and holding the holiday, various types of activities are used: musical, speech, visual activities and communication. The use of various activities not only determines the content of the holiday and entertainment, but also solves a number of specific problems: develops auditory perception, pronunciation, voice, expands the child's active vocabulary, develops gross and fine motor skills, expands children's understanding of the world around them, and promotes the formation of communication skills.

In the world of childhood, the holiday forms a unique pedagogical phenomenon. Children's holidays create a unified cultural and educational space, helping to form a new generation integrated into modern social society.

Features of preparation and holding of events. The methodology for preparing and holding holidays in preschool institutions is determined by the characteristics of each of them and the age of the children for whom it is held. The construction of matinees for children has its own unique features. It uses material covered in music classes and well mastered. Therefore, when finding themselves in a new, unusual environment, children feel natural and at ease, sing well, dance, and are active, performing familiar actions. Various spectacular moments, interspersed with children's performances, also arouse interest. Puppet theater characters often appear in scripts for children. In nursery and junior groups, the leading role is played by an adult. He constantly guides not only the children's actions, but also their perception. The adult fixes the children's attention on the appearance of new characters, allows them to have a good look at them, then begins to take action: they sing, dance, and play together with everyone, which gives the kids confidence in their actions.

At the holiday for the 2nd junior and middle groups, which usually unite, a small ceremonial part is introduced, songs are sung, games are played, and a surprise moment is held at the end. In the middle group, children have more opportunities to express themselves in individual performances, this can be not



only reading poems, but also showing simple dramatizations, small dances, playing musical instruments, etc.

Children of the second and middle groups are largely independent, they already have some experience of behavior at holidays, however, they also need the help of an adult; dances and games are performed by demonstration, and they sing songs together with the teacher.

Children of older groups are characterized by greater activity in perception and executive activity. The colorful design of the room, various attributes, costumes of the characters - all this attracts the attention of children. They themselves notice the design details, etc. At matinees, children of older groups largely act independently, without the help of a teacher, confidently carry out familiar games, dances, and participate in performances. They freely navigate the team, monitor the correct execution of the actions of their comrades. With well-organized work on music education, all children master the program content, which is determined for each age group.

At the same time, there are always children in the group who learn program material more easily and quickly than others, and their further development requires the use of more complex works. Such children can be assigned more complex roles, based on the performance of songs and dances, allowing them to more fully demonstrate their abilities.

Thus, through holidays and entertainment, educational tasks such as:

- 1) development of musical and creative abilities (taking into account the capabilities of each child) through various types of musical and creative activities;
- 2) formation of the beginning of musical and artistic culture;
- 3) formation of a common spiritual culture;
- 4) formation aesthetic culture, skills evaluate beautiful;
- 5) development of attention, intelligence, speed of reaction, organization, manifestation of strong-willed efforts, initiative;



- 6) creating conditions for self-realization, self-affirmation and self-disclosure of the child;
- 7) strengthening good human relationships between peers.

When organizing holidays in a preschool educational institution, the main goal is to bring the child as much joy as possible, to form in him a unique holiday culture, an integral part of the life of any person, and at the same time enrich him with new, vivid impressions.

But for preschool children the holiday is not the same as for an adult. This is not only and not so much recreation, organized leisure, entertainment, but also an important means of aesthetic education.

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