



## **Connection Of Rhythmic And Choreography Lessons With Part 5 Of The Circle Lesson**

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*Abstract: the article talks about a way to combine rhythm and choreography lessons with the 5th part of the tambourine lesson.*

*Key words: improvisation, music, movement, creativity, fantasy, imaginative thinking, expressiveness, dance, artistic image, artistry.*

## **Ritmika Va Xoreografiya Darslarini Doira Darsining 5-Qismi Bilan Bog'lash**

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*Annotatsiya: maqolada ritmika va xoreografiya darslarini doira darsining 5-qismi bilan bog'lash usuli haqida gap borgan.*

*Kalit so'zlar: improvizatsiya, musiqa, harakat, ijodkorlik, fantaziya, xayoliy fikrlash, ekspressivlik, raqs, badiiy obraz, rassomlik.*

**Аннотация:** в статье говорится о способе соединения уроков ритмики и хореографии с 5-й частью урока бубна.

**Ключевые слова:** импровизация, музыка, движение, творчество, фантазия, образное мышление, выразительность, танец, художественный образ, артистизм.



**Rhythm** translated from Greek (*rhythmos*) means order of movement. “Rhythmics are dance exercises to music that teach you to feel the rhythm and harmoniously develop the body.”

Rhythm is of great importance in the system of choreographic education of students. Children who practice rhythmics develop a sense of rhythm, musical memory, movement culture, musical perception, imagery and emotionality, the ability to creatively embody a musical-motor image, and also improve melodic and harmonic hearing. Also, by studying this subject, children acquire a beautiful gait and posture, learn to coordinate movements and navigate in space.

For a long time, the influence of combining melody and body plasticity on human health has been well known. If a child begins to listen to music that he likes from an early age, his sensory channels necessary for life begin to develop very quickly.

This item also has a good effect on the physical condition of the child. At the beginning of their education, children still have an underdeveloped musculoskeletal system. And low physical activity can lead to a number of diseases: flat feet, club feet, kyphosis and scoliosis. And it is rhythmic exercises that help avoid these diseases. In addition, during the classes the student develops the vestibular apparatus, since the rhythm involves quite a lot of rotations and jumps. And if the exercises are repeated systematically, muscle memory develops.

Rhythm also has a beneficial effect on the mental health of children. By mastering the elements of choreography, the child becomes self-confident, sociable, friendly and more attentive to his surroundings. Game dance compositions used in rhythm classes create conditions for emotional release for children, improve attention functions and enrich children with bright imaginative movements.

Rhythmics are dance exercises to music that teach you to feel the rhythm and harmoniously develop the body. Rhythm promotes proper physical development and strengthening of the child’s body. Aesthetic taste, culture of behavior and communication, artistic, creative and dancing ability, fantasy,



memory are developed, and the horizons are enriched. Rhythm classes are aimed at developing an organized, harmoniously developed personality.

The relevance of this program is due to the influence of rhythmic classes on the mental development of children: after all, each lesson needs to be understood, comprehended, correctly performed movements, involved in activities on time, it is necessary to comprehend the correspondence of the chosen movements to the nature of the music. In rhythmic classes, load and rest, tension and relaxation are constantly alternated.

Rhythm classes create favorable conditions for the development of the creative imagination of schoolchildren. Their impact on the formation of voluntary attention and memory development is also undeniable. Children's need for movement turns into orderly and meaningful activity.

Dance art in general increases the creative activity and imagination of schoolchildren, encourages them to engage in collective activities. Gradually, children overcome their stiffness and acquire the ability to perform stage performances accompanied by music.

Practical requirements for classes "Rhythm and dance".

The content of work in rhythm and dance classes is the musical and rhythmic activity of children. Musical and rhythmic activity includes various tasks and exercises, creative play, and is an integral part of the preparatory stage of teaching choreography. In this regard, during the course of the year, in classes, children must master: the ability to navigate and move in the hall, divide the hall into points, master terms, and have an understanding of the concepts - circle, line, column, diagonal and others. In the process of performing special exercises to music (walking in a chain or in a column, in accordance with given directions, rearranging to form circles, squares, "stars", "carousels", movement towards a specific goal and between objects), the students' understanding of space is developed, and the ability to navigate it. And also, correctly perform the elements, know the positions of the arms and legs, master the position of the body and the correct muscle sensations, the tension of the legs and feet. Know the basic dance steps: toe step, march, dance run, easy half-toe running, hops



and jumps, gallop, etc. Be able to understand the main genres of music, understand the nature of the music and dynamic shades, tempo, rhythm, musical time signature . Teach children to move in accordance with the musical material. Children learn to listen to music, perform various movements to the music, and dance in accordance with the rhythm of the musical accompaniment. Exercises with objects: hoops, balls, balls, ribbons, etc. develop dexterity, reaction speed, and precision of movements. Movements to music make it possible to perceive and evaluate its character (cheerful, sad), and develop the ability to experience the content of a musical image. In turn, the emotional richness of music allows you to diversify movement techniques and the nature of exercises. Movements to music not only have a corrective effect on physical development, but also create a favorable basis for improving mental functions such as thinking, memory, attention, and perception. The organizing beginning of music, its rhythmic structure, dynamic coloring, and tempo changes cause constant concentration of attention, memorization of the conditions for performing exercises, and a quick reaction to changing musical phrases. Tasks for independent choice of movements corresponding to the nature of the melody develop the child's activity and imagination, coordination and expressiveness of movements. Rhythmic exercises are effective for developing positive personality traits.

In classes, it is necessary to pay due attention to issues of discipline, to instill in children composure, attention, intelligence, the ability to carry out assigned tasks, and also to cultivate willpower and character in children. Each lesson should begin with the establishment of favorable emotional contact between the teacher and the children. At the same time, the teacher must monitor the level of learning of each child and the entire group as a whole, achieving effectiveness in each lesson. Dance game compositions enrich children with bright imaginative movements, create conditions for emotional charging, and improve attention functions. It often happens that rhythmic exercises are first performed by children vividly, emotionally, with great desire, and then, as they are repeated many times, the children's interest weakens. In this case,



additional motor actions should be introduced into the exercise and performed to new musical accompaniment. The game form of their implementation also helps to diversify rhythmic exercises and dance elements. Musical and rhythmic games help diversify activities and achieve positive results. The production of dances and dance compositions is carried out in accordance with the work calendar, taking into account the participation of children in various holidays and events. To create a dance number, a theme and music are selected, an image and plot are invented, and dance vocabulary is composed. All this is created taking into account the age of the children. When composing a dance number, the teacher must assess the skills and level of preparation of the children, and include only well-studied movements in it. After which you need to move on to studying combinations of movements, and only then directly to staging the dance number itself. Mastering space, mastering stagecraft, honing technique - all this is included in production and rehearsal work. The main content of the educational material consists of exercises for the development of motor qualities and exercises of a training nature. This is due to the fact that one of the tasks of the work is the development and improvement of dancing abilities, abilities and skills.

The most important part of the lesson is when, like a mosaic panel, dance compositions are assembled by movements. All accumulated, learned, honed and practiced lexical material is tied together and transformed into sketches and then into dance numbers. At the end of each year of study, it is necessary to prepare an expanded composition or a short dance, where, along with the assimilation of elements, it would be possible to monitor the development of a sense of ensemble in children and the creation of a stage image. Dance takes a lot of preparation time. Combinations are divided into components and learned gradually. As you work, the movements can become more complicated. Sometimes even a year is not enough to learn a simple dance. A lot of time is spent on repetition. It is not easy to get children to follow lines, intervals, and correct placement around the room. When a child goes on stage for the first



time, he experiences a lot of stress. It is important to psychologically prepare the child for the first performance.

Games serve as an excellent means of creating an atmosphere of joy, cheerfulness, and pleasure. Through games, children easily learn and improve many abilities and vital skills. Any game has its own rules that must be followed, so games strengthen discipline, teach children to respect each other and be responsible for their actions. Games widely use walking, running, jumping - all this has a significant impact on the respiratory, circulatory and musculoskeletal systems. In musical games, children create a certain image and convey various feelings in movement. The game should become a harmonious component of the lesson; it should not be a reward or rest after hard or boring work; rather, work arises from the game and becomes its continuation. Properly selected and organized dance games promote the ability to work and arouse interest in the activity and work.

Exercises for developing hand plasticity are studied in the final part of the lesson. They can be alternated with breathing exercises. By forming the correct positions and positions, we further form beautiful hands. Exercises are given in any form. They can be performed to either rhythmic or beautiful lyrical music. The variability and variety of these exercises help develop children's imagination and imagination, and also contribute to the development of their expressiveness and dance ability.

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