

INFLUENCE OF DANCE ON PHYSICAL AND MENTAL HEALTH OF CHILDREN

Shakhzoda Khudoyazarova

Academician of the State Choreography of Uzbekistan Lecturer at the Department of Choreography

ANNOTATION

This article provides a scientific overview of the impact of dancing on the physical and mental health of the younger generation.

Key words: education, upbringing, dance, choreographer, choreographer, creativity, talent.

In the process of moral education, each child develops special, individual abilities. Often, the development of children's creative abilities is chosen, first of all, based on their desires, aspirations, innate inclinations and talents, starting from the choice of the type of artistic creativity or its direction in a certain direction. With the help of dance creativity, aesthetic problems are solved in harmony with other types of training. Art education as a part of the system of moral education, as a purposeful pedagogical process, is aimed at understanding, feeling, enjoying, enjoying art in children and developing these artistic and creative abilities in the process of creative activity.

The dance learning process promotes the development of bold creativity and artistic leadership in children. While mastering the vocabulary of dance, young people not only passively perceive beauty, but also overcome certain difficulties and strive to achieve this beauty. Because of the beauty perceived in the creative process, children experience a deeper sense of sophistication in other art forms and in all aspects of life. The ancient Greek philosopher Democritus wrote a valuable thought on this topic: "Neither art nor wisdom can be achieved without reading." Ya. A. Komensky writes that what a person absorbs in youth is strong and powerful.

Indeed, the vast experience that is currently devoted to this topic and accumulated over the years by choreographers-choreographers contributes to the development of alternative ways of working directly with children. In particular, in choreographic collectives, dance clubs and schools, the role and essence of dance in the artistic education of children, the definition of goals and objectives, the development of methods, the formation of a children's repertoire are of particular importance.

Group leaders teaching children choreography should not only awaken in them a love of dancing, perform a beautiful and exciting dance, but also teach them to understand the language of art. Undoubtedly, the martyr of beauty will never be unclean and tasteless.

Dances performed by children should be meaningful, artistic and at the same time simple. In the process of staging dances, it will be necessary to get acquainted with directly selected national dance traditions. Then the choreographer must show them how not only to mechanically master the movements, but also to find their own character, manner of performance. Selected and selected pieces of music for children's dances, plastic movements and stage costumes create the basis for complex physical irritation, developing discipline, artistic taste, musicality, and creative inclinations in them. At the same time, through dance, each child will be able to express his inner individual side.

The art of dance is multifaceted and limitless, and any boy or girl who has even a little passion for dancing can practice it. According to statistics, the number of gifted and talented people is 1 \ 1000 in comparison with ordinary children. But in response to this idea, it is important to remember that every child has a hidden talent that must be found and turned into a real unique "pearl", processed like a "diamond". In this creation, called

dance, there is a place for everyone. For this, the teacher (choreographer, choreographer) must first reveal the characteristics of each child, strengthen and develop attention to these aspects. That is, it is also important to pay special attention to the individual aspects of the child, developing all the possibilities.

In this regard, let us highlight the main tasks of children's dance, which have been performed for a long time:

- Development of children's creative talents, their support;
- enrichment of the inner spiritual and spiritual world;
- help to understand yourself;
- become a confident participant in team activities;
- Improving skills in important aspects of team and team behavior, communication.

It is known that the moral education of children is also carried out indirectly in the process of staging dances and choosing a repertoire. In particular, the analysis of ethical criteria underlying dancing is seen in the formation of criteria for critical assessment of adolescents' adverse events.

It is also important that children feel responsible for their performances on stage (especially before various concerts and festivals, competitions and holidays, performances for retirees and disabled people).

It covers many types of art, including choreography, which serves to develop and develop the creative interests of young people. In particular, the dance underlying choreography is a form of movement organization. Of the other arts, dance is the closest to music with structural, associative and general rules. But the plastic and figurative language of the dance is clear and understandable. In its highest form, dance is plastic music.

Studies of child psychology and pedagogy, based on many years of experience of practicing teachers (musicians, choreographers and choreographers) and representatives of the medical field, show that the propensity and interest of children in learning dance movements differ at different stages. For example, children 6-7 years old and older know how to perform their movements, adapt a little to the accompaniment of music, and freely use dance improvisation. At this age, they can freely use expressive and rhythmic motor skills, attention to hearing increases, and the child's individual inclinations become more pronounced. They can change their movements through movement depending on the mood of the music, dynamic range, tempo, simple rhythmic pattern and changes in the music.

Increasing the creative activity of children gradually develops on the basis of purposeful learning, expanding the musical experience, accelerating emotions, impressions and thinking. At this age, the emotions that arise in children from listening to music cause them to have a certain physical activity. The task of the teacher in this regard is to find a suitable and interesting music and dance text, directing it correctly. Musical comprehension is a strict requirement in children's dance classes throughout the lesson. Actions should come from the music and reflect not only its general mood, but also the precise means of expression.

With the help of symbolic words, music and movements, children develop the ability of imagination, the child can more accurately convey the character of a piece of music, movements seem free and bold.

Another important aspect of teaching dance to young people is the image of the dance. Each dance image is not independent in itself, but is inextricably linked with the system of actions, the vocabulary of the choreographic work. That is, dance movements do not arise in the abstract, but develop in a certain spatial solution. Dance movements - form sounds that have a certain plastic meaning, for example, words. While some actions require repetition, others are taken immediately and do not need to be repeated.

Dance also plays a special role in fostering national identity. The information that children can learn about the dances and styles of different nations and peoples is no less important than the study of the history of the peoples of the world and the stages of development of world culture. Because dance expresses the history, spirituality, identity, heart, customs and character of each nation.

Learning your own national dances is just as important as learning your own language, music and traditions that embody the national character and ethnic identity that have evolved over the centuries. Summarizing the above, the main tasks facing children's dances can be outlined as follows. Children's dances are a unique world that primarily performs teaching (1), educational (2), developing (3) functions. These:

- to form ideas about the world around;
- Acquaintance with the rich culture of different nations and peoples;
- Expansion of the children's worldview, the formation of aesthetic taste (the ability to see the beauty of movement in dance);
- fostering a sense of community;
- education of moral qualities;
- education in the spirit of respect for national and other cultural traditions;
- formation of motor skills, listening to rhythm and melody, as well as the development of musical expression through movement;
- ensuring the general physical development of children;
- Development and improvement of children's creative thinking, creative inclinations.

The main goal of choreographic education is the aesthetic education of the child and the formation of aesthetic taste. The task of the teacher is to help them feel free, create conditions for them to fully express their individuality, focus on revealing and revealing their hidden potential.

Childhood is a period of moral formation. The final moral development of children will depend on how much the moral foundations are formed at this age. Moral education is based on friendship, peace and harmony among children. Finally, it is of great importance in this regard that children are brought up in a team.

LIST OF USED LITERATURE

1. Blonsky P. P. Selected pedagogical and psychological works. - M., 1979.
2. Bozovic LI Personality and its formation in childhood. - M., 1968.
3. Bogolyubskaya M. S. Musical and choreographic art in the system of aesthetic and moral education. - M., 1986.
4. Vetlugina N. A. The main problems of artistic creativity of children // in the book Artistic creativity and the child. - M., 1971.

