



THE INFLUENCE OF TRADITIONAL AND NON-TRADITIONAL MUSICAL AND PLAY ACTIVITIES ON CHILDREN'S DEVELOPMENT

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Article history:	Abstract:
Received: 20 th February 2025 Accepted: 14 th March 2025	This study analyzes the influence of traditional and non-traditional musical and play activities on the development of preschool children. In recent decades, musical and play activities in the preschool education system have become increasingly important, as they contribute to the harmonious development of children, developing their emotional, cognitive, social and creative spheres. Traditional forms of musical and playful activities, such as singing, playing musical instruments, dancing and round dances, are aimed at developing musical abilities, a sense of rhythm and social interaction. At the same time, non-traditional approaches, including improvisation, the use of non-standard musical instruments, and digital technologies, create new opportunities for self-expression, creativity and flexibility of thinking in children. Thus, the integration of traditional and non-traditional forms of musical and play activities is the most effective strategy for the comprehensive development of preschool children, since it covers both traditional and innovative approaches in the educational process aimed at developing the creative, social and cognitive abilities of children.

Keywords: traditional musical and play activities, non-traditional musical and play activities, preschool education, child development, musical abilities, creative development, social skills, emotional development, creativity, improvisation, musical instruments, play, music therapy, innovative methods, pedagogy, musical play, cognitive development, musical ear, rhythm.

INTRODUCTION

In recent decades, the importance of comprehensive development of preschool children has become increasingly obvious to educators, psychologists and researchers. One of the most effective and accessible ways to stimulate children's development is the use of musical and play activities. Music, as a universal language, has a positive impact on the emotional, cognitive and social development of a child, and play, in turn, is a natural and essential tool for personality development at an early age. Traditional and non-traditional methods of musical and play activities are actively used in preschool institutions in order to create a developmental environment that promotes the development of children's creative potential.

Traditional music and play activities include time-tested forms such as singing, playing with musical instruments, dancing and round dances. These activities are aimed at developing musical ear, sense of rhythm, as well as emotional and social skills such as cooperation, empathy and communication [1, p. 58]. These methods play an important role in the development of a harmonious personality, providing the necessary

foundation for the child's future education and socialization.

However, modern pedagogical approaches also emphasize the use of non-traditional forms of musical and gaming activities. These can be improvisations, games using non-standard musical instruments (for example, various objects created by hand), as well as the use of digital technologies and multimedia resources. These methods offer children new opportunities for self-expression, development of imagination and creativity. [2, p. 96]. Unconventional methods activate thought processes and expand the perception of music and play, which helps improve children's cognitive and motor skills.

The purpose of this study is to identify and analyze **the influence of traditional and non-traditional methods** of musical and play activities on the comprehensive development of preschool children. The work will examine how various forms of musical games affect the development of the emotional sphere, imagination, communication and social skills in children. Particular attention is paid to the differences in approaches, as well as the effectiveness of their application in modern conditions of preschool



education. The results of the study will help teachers and parents to better understand how to most effectively use musical and play activities for the harmonious development of the child.

RESEARCH METHODS

To study the influence of traditional and non-traditional musical and play activities on the development of preschool children, the study uses a variety of methods that allow one to obtain a comprehensive understanding of the process under consideration. Research methods include both qualitative and quantitative approaches, which allows for an objective analysis of the influence of various types of musical and playing activities [3, p. 214].

LET'S CONSIDER THE MAIN METHODS THAT WILL BE USED IN THE STUDY:

1. Observation

Observation is one of the main research methods that allows us to study the process of musical and playful activity in natural conditions. It can be:

Indirect - when the researcher observes the children's behavior during music lessons without interfering with their activities. Direct - when the researcher actively participates in the educational process, interacts with the children and records important moments of their interaction with musical and gaming tools.

Observation will be aimed at analyzing children's behavior, their interaction in a group, the level of involvement in traditional and non-traditional types of musical games, as well as identifying emotional reactions and creative activity.

2. Experiment

To identify the real impact of various types of musical and play activities on children's development, a pedagogical experiment will be conducted. Experimental groups of children will be involved in different types of musical games: traditional (singing, dancing, playing with musical instruments) and non-traditional (playing with non-standard musical instruments, musical improvisation, using digital technologies and multimedia).

The experiment will compare children engaged in traditional and non-traditional activities to identify differences in their emotional, social and cognitive development.

3. Questionnaires and interviews

A survey of teachers, educators and parents will help collect information about the perception and application of traditional and non-traditional methods of musical and play activities in a practical context. The questions will concern:

- 1) Evaluation of the effectiveness of various types of musical games in children's development.
- 2) Opinions about the characteristics of children participating in certain methods.
- 3) Difficulties and advantages that teachers encounter when implementing these methods.

Interviews with teachers and parents will allow for a deeper understanding of the perception of musical and play practices, as well as their impact on children's development from various points of view.

4. Testing

Standardized tests and methods adapted for preschool age will be used to assess the level of development of certain skills (for example, musical ear, rhythm, imagination, motor skills and social adaptation). This will allow:

- 1) To assess the degree of development of musical abilities in children before and after participation in musical and game classes.
- 2) To identify changes in children's cognitive, emotional and social skills caused by the use of traditional and non-traditional methods.

5. Analysis of children's activity products

The study will analyze children's creative works created during musical and play activities, such as:

- Musical improvisations (for example, short musical compositions created by children).
- Artworks (for example, drawings based on musical works).
- Collective projects (for example, productions, performances with musical numbers).

This method allows us to assess the degree of children's creative expression, their ability to work in a group, and the degree of involvement in the creative process.

6. Comparative analysis

A comparative analysis will be conducted between children engaged in traditional and non-traditional types of musical play. The researcher will analyze data obtained through observations, tests, questionnaires and interviews in order to identify differences in development in children engaged in these methods.

This method will allow us to objectively assess which type of musical and play activity is more effective in promoting the development of various skills in preschool children [5, p. 42].

7. Content analysis

Content analysis of musical and game programs and materials used in educational institutions will help to assess which musical practices are actively used in working with children. This method will allow us to study pedagogical approaches to the use of musical games



and determine which of them have the greatest impact on the development of children's creative abilities.

8. Statistical analysis

If the study includes quantitative data (e.g. testing, questionnaires), a statistical method will be used to process and analyze the results. This will help to assess the significance of differences in the development of children engaged in different types of musical and play activities.

DISCUSSION

As a result of the study, the following main results were obtained, which illustrate the influence of traditional and non-traditional musical and play activities on the development of preschool children.

Emotional development of children:

Traditional musical and play activities (singing, playing musical instruments, dancing) showed a positive impact on the emotional state of children, improving their mood and emotional stability. Children involved in traditional musical games more often showed positive emotions, joy, smiles and involvement in the process.

Unconventional methods (improvisation, use of non-standard instruments, multimedia resources) had an even more pronounced effect on the emotional sphere of children. Children participating in these activities demonstrated a high level of emotional uplift and self-expression, actively participated in the creation of new sounds, melodies, and also demonstrated fantasy and imagination [6, p. 57]. The use of non-standard musical objects and digital technologies also helped relieve stress and anxiety in children, improving their psycho-emotional state.

Development of creative abilities

Traditional musical and play activities promote the development of musical ear, sense of rhythm, basic musical skills (singing, playing simple musical instruments). However, within the framework of this activity, children's creative expression is limited by the selected templates and musical forms.

Unconventional methods stimulate deeper involvement in the creative process. Children who used improvisation and unconventional instruments showed a high level of creativity, activity in creating new melodies, sound effects and musical compositions. Also, non-traditional forms of musical play develop children's imagination, allowing them to express their individuality and find new ways of self-expression.

Social development and communication skills

Traditional methods of musical and play activities, such as group dances, round dances, group games with musical instruments, contribute to the development of skills of interaction in a group, social adaptation and

empathy. Children learn to cooperate, listen to each other and work in a team [7, p. 167].

Unconventional methods of musical play also promote the development of social skills, but on a deeper level. Children involved in improvisational and experimental music activities often demonstrate a greater degree of collaboration and exchange of ideas in the process of creating musical pieces. This promotes the development of communication and cooperative skills, as well as self-confidence.

Development of cognitive abilities

Traditional music and play activities help improve auditory perception, memory, attentiveness, and develop basic musical literacy skills. Children begin to distinguish pitch, rhythm, tempo, and also develop their auditory and motor skills.

Non-traditional forms of musical play had a more pronounced effect on children's cognitive abilities. Playing with new musical instruments, as well as creating sounds and melodies using non-standard methods (for example, using digital technologies or everyday objects) develop children's creative and analytical thinking, the ability to solve non-standard tasks and stimulate their intellectual development.

Motor development

Traditional musical and play forms, such as dancing, playing with musical instruments, and round dances, help develop children's gross and fine motor skills, improving coordination, flexibility, and physical endurance.

Unconventional methods of musical activity also influence motor skills, but they often focus on more complex and unusual movements. For example, games using non-standard objects or improvisation, where the child himself chooses the ways of interaction with the object, contribute to the development of finer motor skills, hand-eye coordination.

Peculiarities of music and game perception

Traditional music and play activities provide the basic foundation for the perception and understanding of music. Children begin to recognize musical structures, learn to recognize various musical elements such as rhythm, melody, harmony.

Unconventional methods expand the perception of music and play. Using unusual instruments and new approaches to creating music helps children learn to perceive music as something flexible and multifaceted, not limited by the usual framework.

Recommendations for teachers

Based on the results obtained, it is possible to recommend that teachers use an integrated approach, combining traditional and non-traditional forms of



musical and play activities. It is important to alternate classical methods with innovative ones, thereby creating a variety of conditions for the development of all aspects of the child's personality. In particular: Incorporate elements of musical improvisation and experimentation with instruments into traditional music lessons.

Develop children's imagination through the creation of musical pieces using non-standard objects or technologies.

Use digital and multimedia resources so that children can see and hear different types of musical manifestations in practice [8, p. 38].

CONCLUSION.

The results of the study showed that both traditional and non-traditional methods of musical and play activities have a positive impact on the development of preschool children. At the same time, non-traditional methods have the potential for deeper development of creativity, self-expression, and stimulation of cognitive and emotional growth of children. Thus, the most effective is a combined approach that combines traditional and innovative forms of musical games, which contributes to the comprehensive and harmonious development of children.

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