



ORGANIZATION AND PLANNING OF MUSIC LESSONS IN PRESCHOOL EDUCATION

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Abstract

This article discusses the theoretical and practical foundations for effectively organizing music lessons in preschool educational institutions. It analyzes lesson planning, methods of musical education, and pedagogical approaches. The role of music in developing children's aesthetic taste is also highlighted. Recommendations are provided for enriching the content of music lessons.

Keywords: Music, music lessons, calendar plan, lesson plan, children, rhythmic exercises, musical instruments, music leader, intonation, song, dance.

Introduction

Planning the Pedagogical Process is a predetermined sequence of implementing educational tasks, including necessary conditions, tools, forms, and methods. The foundation for planning is the curriculum adopted by the preschool educational institution.

Planning principles: scientific, forward-looking, specific, consistent, systematic, and repeatable.

A teacher's work requires continuous and serious preparation. Therefore, a plan plays a major role in organizing all types of activities. It helps:

- anticipate prospects;
- maintain a balanced workflow throughout the year;
- prepare on time for any forms of musical and aesthetic education involving children, parents, and staff;
- consider methodological techniques for pedagogical influence.

Calendar and long-term plans are essential tools in the work of a music director. The **calendar plan** is a short-term projection (1–2 lessons) of educational work, based on a curriculum that outlines the volume of knowledge, skills, and



competencies children should acquire throughout the year in each age group. The repertoire recommended by the program is distributed with increasing complexity. The calendar plan for music education in preschool is prepared per the institution's general educational goals, typically covering one or two lessons per age group. It allows for the equal distribution of material across the school year and avoids last-minute rushes in preparation for holidays.

While developing the calendar plan, it is important to ensure an optimal balance between:

- music listening,
- singing,
- rhythmic movement,
- familiar and unfamiliar materials,
- different lesson forms and teaching methods,
- and new tasks.

Only one new piece of music can be introduced per lesson (except in creativity-development lessons). Other materials should be under review, reinforcement, or practiced independently. In groups of 2–3-year-olds, the third stage (independent work) may be excluded.

When including a new piece in the calendar plan, the composer's name and the author of the song, game, or dance text must be indicated.

Each lesson plan must reflect its program content, educational goals, main teaching methods, and required visual aids. The teacher must include all music lesson plans in their calendar plan. Proper organization of musical and educational work in preschools requires **long-term planning**.

Long-term planning outlines the prospects of educational activities over 1–3 months. The comprehensive scope of tasks for children's and adults' musical education, managed by the music director throughout the year, should be included in the prospective plan. This may include:

- Work with parents and staff (in cooperation with the head of the institution): schedules of parent meetings, open classes, entertainment events, celebrations, lectures, and announcements.
- Various forms of musical entertainment.
- Specific goals for musical education and development, adapted to the region's characteristics or alternative education programs.



- Additional repertoire selected by the music director, new sheet music collections, and published materials on music pedagogy.

Conditions for successful planning with children:

- Knowledge of the preschool curriculum's requirements.
- Familiarity with the alternative curriculum and how its material may be partially applied.
- Good knowledge of music repertoire and selection criteria for all age groups.
- Awareness of children's age characteristics and individual development levels.
- Close cooperation with staff, considering their interests and capabilities.

Long-term and calendar plans are closely interconnected. **Psychological research** shows that music positively influences the development of children's personality and intelligence. Children learn to perceive images created by sounds, which helps develop imagination, abstract thinking, communication skills, fine motor skills, and speech.

Conducting music lessons in kindergarten is a requirement of the Federal State Educational Standard.

The main objective of music lessons in preschools is to immerse children in the arts and teach them to love, appreciate, and understand music. Additionally, during lessons, children get acquainted with various instruments and learn singing and dancing techniques, which positively impact their psycho-emotional development. The structure of a preschool music lesson depends largely on its purpose and the age of the learners.

Typical lesson structure:

- **Warm-up:** musical and rhythmic exercises or interactive dance games.
- **Listening and singing:** exploring genres, vocal exercises, developing auditory skills, learning and performing songs.
- **Dance activity:** circle dances, fairy-tale choreographies.
- **Instrumental play:** balancing active movement with calmer tasks such as note recognition or playing simple melodies.



Types of lessons by participant number:

- **Frontal:** for the whole preschool group.
- **Individual:** additional lessons with individual children, e.g., for performance preparation.
- **Group:** small group (4–6 children) lessons to learn a song, dance, or instrument.
- **Mixed:** joint lessons with children from different age groups.

Types of lessons by structure:

- **Typical:** as described above, covering various activities in a systematic and consistent way.
- **Dominant:** focused on developing a specific type of musical activity such as listening, choir singing, choreography, or instrument study.
- **Thematic:** using music tied to a specific theme (e.g., “Spring is Here,” “Favorite Toys,” “Seasons”).
- **Comprehensive:** combining musical, visual, theatrical, and other activities, using additional materials and presentations.
- **Creative:** built as quests, musical performances, interactive games, or presentations using various techniques such as pantomime, shadow theater, or sand art.

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