

PEDAGOGICAL APPROACHES TO TEACHING POP SINGING IN PRIMARY SCHOOL EDUCATION

Nazarkxonova Yulduz Rustamovna

Teacher of the “Pop Vocal Performance” Department
R.Glier Specialized Republican Music school

Annotation. This article examines effective methods of teaching pop (estrada) singing to primary school students. The study highlights the importance of considering the physiological, psychological, and emotional characteristics of children aged 6–10 in the vocal learning process. Special attention is given to game-based learning, imitation, breathing exercises, song selection, and stage performance elements as key pedagogical tools. The article emphasizes the role of the teacher in creating a supportive and motivating environment that ensures vocal health and encourages creativity. The findings demonstrate that properly organized pop singing instruction at an early age contributes not only to the development of vocal skills and musical abilities but also to the overall personal growth, self-confidence, and emotional expressiveness of young learners.

Keywords: pop singing, estrada singing, primary school students, vocal training, music education, teaching methods, children’s vocal development.

Pop singing, often referred to as estrada singing, is one of the most attractive and accessible musical genres for children. Teaching pop singing to primary school students plays a significant role in developing their musical abilities, vocal skills, emotional expressiveness, and self-confidence. At an early age, children demonstrate a high level of receptivity to melody, rhythm, and musical expression, which makes primary school an optimal period for introducing basic vocal and performance skills. The methodology of teaching pop singing to young learners should be based on their physiological, psychological, and emotional characteristics. Unlike academic vocal training, pop singing education emphasizes natural voice production, creativity, enjoyment, and personal expression rather than strict technical discipline. Therefore, effective teaching methods must be flexible, playful, and student-centered.

Primary school students aged six to ten have specific developmental features that directly influence the teaching process. Their vocal apparatus is still in the stage of formation, and excessive vocal load may cause negative effects on vocal health. For this reason, vocal exercises must be light, short, and appropriate to the child’s age and vocal capacity. Psychologically, children of this age are emotionally sensitive, imaginative, and highly responsive to encouragement and positive feedback. They tend to learn more effectively through games, imitation, movement, and visual or auditory examples. Since their attention span is relatively short, lessons should be dynamic, varied, and engaging to maintain concentration and interest.

The main goal of teaching pop singing in primary school is to develop basic vocal skills while fostering creativity, musical hearing, rhythmic sense, emotional expression, and stage confidence. Additional objectives include teaching simple and correct breathing techniques, developing clear diction and articulation, expanding vocal range in a natural way, cultivating emotional interpretation of songs, and encouraging cooperation through group singing activities. These goals can be achieved through the application of appropriate and well-structured teaching methods.

One of the most effective methods in teaching pop singing to young learners is game-based learning. Musical games allow children to master vocal skills in a relaxed and enjoyable



environment without experiencing stress or fatigue. Activities such as echo singing, rhythmic imitation, musical storytelling, and movement-based exercises help students develop intonation, rhythm, and vocal flexibility. The use of animal sounds or natural sound imitations encourages experimentation with different vocal colors and registers while maintaining a playful atmosphere.

Imitation and listening also play an important role in pop singing education. Children quickly absorb musical material by listening to teacher demonstrations or recordings of professional pop singers. This method helps them understand melody, rhythm, phrasing, and emotional expression. Age-appropriate songs with simple melodies and positive lyrics are especially effective. Short listening sessions followed by repetition contribute to the development of musical memory and intonation accuracy.

Breathing and vocal warm-up exercises form the foundation of healthy singing. For primary school students, breathing exercises should be imaginative and simple, often using visual metaphors such as inflating a balloon or blowing out a candle. Vocal warm-ups should be gentle and brief, focusing on relaxation rather than vocal power. Humming, vowel exercises, and simple scales prepare the voice for singing and help prevent vocal strain.

Song selection is another crucial aspect of teaching pop singing. Repertoire should correspond to the child's vocal range, age, and emotional development. Lyrics must be understandable, positive, and culturally appropriate. Children's pop songs usually include repetition, rhythmic patterns, and memorable melodies, which help sustain interest and motivation.

Adapted versions of popular songs can also be used to maintain engagement while ensuring vocal safety. Since pop singing is closely connected with stage performance, elements of movement and basic stage behavior should be incorporated into lessons. Simple gestures, facial expressions, and light choreography help children feel more confident and expressive during performances. This approach also assists in overcoming stage fright and enhances the ability to convey the emotional content of a song through both voice and body language.

Pop singing instruction can be organized in both individual and group formats. Group lessons promote teamwork, listening skills, and social interaction and are particularly effective for ensemble and choir-style performances. Individual lessons allow teachers to focus on each student's specific vocal abilities and address individual challenges. A balanced combination of both approaches ensures comprehensive vocal and personal development.

The teacher plays a central role in the success of pop singing education. In addition to providing technical guidance, the teacher acts as a motivator and mentor, creating a supportive and encouraging learning environment. Positive feedback, patience, and attentiveness to vocal health are essential. Teachers must avoid excessive repetition and ensure that singing remains a joyful and safe activity for every child.

In conclusion, teaching pop singing to primary school students requires a creative and methodologically sound approach that takes into account children's psychological and physiological characteristics. By applying game-based, imitation, breathing, and performance-oriented methods, teachers can effectively develop young learners' vocal skills and musicality. Early pop singing education not only enhances musical abilities but also contributes to personal development, fostering confidence, creativity, and emotional expression. Properly organized instruction lays a strong foundation for further musical education and a lifelong appreciation of music.

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