

METHODS AND WAYS TO DEVELOP THE MUSICAL FEELINGS OF STUDENTS IN THE LESSONS OF MUSIC CULTURE

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ABSTRACT

Proper organization of listening and singing in music culture lessons describes the ways and means of developing musical feelings in students to form their musical tastes.

Keywords: Music, upbringing, didactics, methodology, musical culture, aesthetic education.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the lessons of music culture, the analysis of the content, character of songs and melodies, which are given to listen and sing in the development and improvement of the musical feelings of the students, is important to teach the students from the very first lessons, and then consciously perceive and comprehend the content of musical works of various forms in them. We tried to develop specific methods and ways to develop the musical feelings of our readers. In this regard, listening to music, which is the basis of educational activities, has been chosen as the main source of coverage of this problem.

The proper organization of music listening and singing activities in the lessons of music culture gives a positive effect in the development of musical feelings through it in the formation of musical tastes of students. Especially noticeable in general terms is the ability to listen to music, as well as to sing songs, the peculiarity of which is that the melody, music, the text of the song, the performing skill ensure that it affects a person kompleks. From the information presented in the light of the previous chapter of our research work, it is known that the melody and its musical expression affect the perception of a person, his feelings and consciousness. So the effect of the song is complex and powerful. The text of the song is sung as a constant factor of influence on the mind of the reader, and the melody, as well as the song, must also be adapted to the rhythm of the poem. It is also extremely important that the music and the song are played qualitatively.

The song to be performed, the melody to be listened to, its melodic and intonational expression, the ideological content and artistic form of the song as a poetic work is finally an embodiment of good performance of music and song.

What are these elements that have the strongest impact on the feelings and consciousness of students? - you can not answer the question " What?" Therefore, we think that only emotional and spiritual influence can be achieved by the combination of these elements. The elements of the structure of the melody and songs affect the different spheres of the reader's personality: consciousness, will, intuition, musical perception, even if it affects his own state of mind, the accompaniment of the performed song and the melody are perceived together holistically. This same multifaceted complex effect also takes place as a single process.

Also, the influence of some songs to be sung will be stronger than the influence of music, which will be performed without the accompaniment. Listening and singing activities in the lessons of music culture are the most favorite and most interesting among students than other activities.

The most important element of the art of performing a musical work is its emotional core. The melody reflects the ideological, educational and emotional content of the song in the form of specific or melodic sounds.

It is not right to include a consonant in some kind of specific, constant circle of the same requirements. Consequently, both in the song and in the tone, harmony can be of different types of means of expression-style, impressiveness. The melody and the song are just joyful, lyrical, uplifting feelings that do not arouse. He also brings into the body cases of sadness, anger. In other words, the song, too, the melody also reveals not only positive moods, but also negative moods. It all depends on the content of the song, which reflects different aspects of life – joy, anxiety, desire, parting, etc. Now we will try to shed light on the problems of organizing the reception of music, which is considered the main factor in the development of the musical feelings of students.

Music is a form of *ijtimoy* consciousness as art. It is a reflection of life reality and period together with the expression of one's feelings. As the main factors of the process of music lesson, there are: listening to music and enjoying it, playing songs, understanding the differences in music education, falling into the dance and performing perceptions of utrees under the music, the execution of the instruments of the violin and the instrument, the perception of its purpose: in order to be able to perform and move to music, To carry out the tasks of musical education, it is necessary to teach the students to listen. Most people do not listen to serious music because they do not understand it. And to understand it requires preparation. Knowledge will not be even if it is not prepared. Teaching to listen is more complicated than playing a song.

It is necessary to introduce students to the high level of artistry in music. Such works bring up the worldview of students *kengaytiradi* and musical tastes. To prepare a multi-issue literacy audience, it is necessary to teach musical masterpieces from childhood to understand and love music. To love music means to listen to music constantly. Music *tuishunish* it means-to feel, to analyze, to know.

First of all, we must teach readers to listen to the work calmly and from beginning to end. The teacher should tell the students what to pay attention to in the process of listening to the work. The teacher must be guided during listening. The most important thing is that the work that is being listened to should be suitable and memorable for the age of the readers.

Duties before the teacher when listening to music:

- to inspire enthusiasm for the art of music, to listen to music and to be interested in practical means to make music need in children, to gather artistic impressions in students. (question-answer, through conversations).

For this:

A simple musical pedagogical analysis of the work being listened to.

Go to support simple music terms and terminology while listening.

The simple structure of the melody is to teach its means of expression to play and sing a chap, depending on its rhythmic formations.

Introducing musical creators, types of performers with musical instruments.

As well as,

Knowledge of musical genres. (dance, ballet, opera, etc.).

Know the structure of the work. (band, two-part or three-part).

Knowledge of the life and creativity of composers.

Knowledge of musical speech joints. (character, tempo, dynamics, musical expression means).

Knowledge of musical aesthetic data. (listening culture).

An important role is played by the skill of the teacher in educating the tastes of music in students.

Listening to music is conducted in 4 stages. These are:

1. To understand the work, it is necessary to concentrate the attention of children and the introductory question of the teacher about the work.

2. Listening to a musical work in the performance of a teacher or in an audio recording.

3. Musical analysis of the work through conversation and lighting the theme of the quarter.

4. After a complete re-listening to the work, a final conversation on the overall impression of the readers about the work is held.

In the lessons of music culture, it is manifested in the creativity of students mainly in the study and interest of musical practice.

Preparation for creative activity is observed in 3 directions.

1. Life is enriching with musical reassurance. For example: to create a rhythmic, introductory part of the work (an introductory part of the works of the song to be studied can be given that focuses on the development of creative acting skills).

2. Before that, the teacher will show, then in cooperation will tell the song analysis and goal-oriented execution plan. This is explained by well-known songs. It is of great importance to prepare students for creative activity through works that depend on the expression of the same and different tone, different musical images and musical characters. For example: to create variants of tone tones, the reader must understand the presence of pronunciation, rhythmic experiences and tones (the text of the poem, The rhythmic structure of music).

3. Creative assignments play a big role in the formation of creative activities in students. Doing this is more tied to the teacher. The teacher uses the form of the game in the proposal of creative assignments. The rules of the game and the content are dictated when performing the task. In the lesson of the game should be organized emotional wit. This is very important, and the formation of creative dimensions in the readerstiradi. The teacher should attach great importance to the creative development of the student. When listening to music, playing songs, being a jour in a children's musical instrument, and also musical rhythmic movement, etc.