

CONDITIONS FOR THE FORMATION OF NATIONAL-MUSICAL THINKING OF STUDENTS IN THE ACTIVITIES OF MUSICAL CIRCLES

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ABSTRACT

This scientific article discusses the views of renowned educators and psychologists and the conditions for the formation of students' musical thinking in music circles.

Keywords: Music, circle, thinking, pedagogy, psychology.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The role of music circles in the formation of national-musical thinking of students is great. It is natural that directing them to education and upbringing does not lead to good results without studying the characteristics of the psychological growth of students.

Sudden changes in students' adolescence, in particular, retain certain aspects even at the age of 15-18, they are now focused on a particular profession, and this leads to a deeper sense of their sense of responsibility. New conditions, new requirements and new rules require them to be much more serious.

In the circle, they become students who have a certain profession, feel the vital importance of their work and can demand respect for their profession, they are focused on mastering the secrets of their chosen profession, and they do everything responsibly in life. They begin to have a mind that understands what is going to happen with their intellect and does it to the point where it is pleasing to others, that is, a self-sufficient life. PA begin. Parents and teachers will always have to support their initiative, direct them to this work when necessary, and instill in them the skills they have gained in their life experience.

One of the most important events in the lives of children is when young people over the age of 16 get a passport, and the other is that they start participating in elections as independent citizens. These activities also have a great impact on their spiritual and moral feelings. They now feel that they have joined the ranks of adults, and this increases their responsibility to the country, to the public. They are now starting to think about what they need to do to live independently in the future. Especially in today's market economy, they begin to think about the pros and cons of their chosen profession. In this way, they become more interested in a certain profession, a certain profession, and they realize that it is no longer too late to choose a profession.

In 18-year-olds, the process of intensive growth now stops. Although their physical development continues to a certain extent, it is now necessary to overestimate their strength and capabilities, to make sure that they do not overwork their body and do not overwork themselves.

16-18 year olds will have a passion for music. They can listen to music for hours, dance, and spend their free time listening to light music instead of bush time.

Nowadays, music teachers need to be approached from a scientific point of view by music teachers so that children can direct it correctly, given the powerful power of this art of music. Our observations show that students of this age are beginning to pay more attention to developing faster music, dance pieces, as well as quick speaking skills. This intensifies the interest in 'popular folk music', which is one of the foreign musical traditions. In this way, shallow songs, which are far from folk music and serve everyone equally, cause REPs to enter the lives of young people. Sooner or later, the widespread promotion of music with the same rhythm makes it natural for young students to become obsessed with the classics, which are the ancient heritage of our people. Only a systematic approach to teaching and teaching examples from classical works will allow us to express how accurate their attitude towards these works is.

The first President of the Republic of Uzbekistan IA Karimov calls to protect young people from this "culture":

"Especially, the role and place of the scientific and cultural community, the creative mind in the prevention of various spiritual threats, the protection of the minds of our children from the harmful effects of" popular culture "is growing."

According to psychologists, the period of maturation begins in the body of adolescents aged 17-18 years. It is also extremely harmful to neglect the normal mental and physical development of young people in this period or to keep them engaged in activities that are not appropriate for their age and strength.

It should be noted that physical and psychological growth in some students may be slightly delayed compared to others.

This delay is more conducive to the passage of the mutation to some of the young learners, and is particularly noticeable in boys, where the reliability of the new voice is still preserved. Often experienced music teachers believe that the knowledge imparted to students should always be linked to its practical significance. What's the point of thinking about music? he asked himself. Therefore, a music science teacher should first explain how important this knowledge is for life. Otherwise, children's interest in music and, in particular, their attitude to this science will not be so great.

Teachers of music theory do not think it is important to explain the vital necessity, and they hardly think about it. For example, they do not pay enough attention to the knowledge that is given to students in the disciplines of "music literacy" or "playing a musical instrument", how much it helps in life, how to apply it in life. The science of psychology emphasizes the importance of this need for the cognitive process to be meaningful in students.

Students choose what they like in all subjects and become more indifferent to other subjects. To combat this indifference, every teacher needs to work hard to keep them interested in their subject.

Students will not only be able to quickly comprehend life events and the knowledge imparted, to generalize facts, but also to be able to think dialectically, which is a complex type of abstract thinking. At the same time, they begin to acquire the ability to think about events and

knowledge in relation to the laws of development in the process of historical development of nature and society.

At this age, students begin to develop the ability to work independently and draw conclusions from independent thinking about everything.

In order to improve such a feature, the teacher should not only give them a task, but also give them detailed instructions on how to acquire this knowledge.

Psychologists VA Krutetsky and I.N. Lukin divided students into four differential groups based on the study of individual mental activity in learning:

Group 1 included high-speed learners. They memorize learning materials only to evaluate them. They cannot show independence in applying the knowledge they have acquired.

As a result of not understanding the meaning of the training materials and not being able to apply them in practice, they gradually lose their position and become low or average learners.

Especially in music lessons, such students can memorize the words of the works and even sing their music. But because they do not understand its ideological content, they find it difficult to draw moral and aesthetic conclusions from it.

Group 2 included students with significant practical ability. They do not pay much attention to the theoretical aspects of science until they know the vital necessity of knowledge. Only after they understand its practical aspect do they become interested in the lesson. Therefore, when dealing with such students, it is recommended to pay special attention to the connection of theoretical knowledge with practice.

Group 3 included many debatable students who avoided practice while emphasizing theory. Their abstract reasoning included students with low ability to concretize while focusing on generalizing facts.

This group of students can speak well, prove, draw conclusions. But they are reluctant to link theory with practice.

Group 4 includes students who are able to combine theoretical knowledge with practice. They will have a great deal of knowledge from all disciplines and will be able to put that knowledge into practice. At the same time, most of them do not pay attention to demonstrating their talent in a particular science.

The above experiments also directly apply to students studying in music circles. In addition to developing their ability to apply theoretical knowledge to life, it is important to pay special attention to developing their ability to do certain aspects. Some of them can play a good song, some of them can sing a good song. It is important to always encourage students to develop these talents. In particular, some of them can sing well in the European style, and some can sing the song in the style of Karakalpak epic with beautiful moans and cries. Some will play the piano masterfully, and some will have mastered one of the Karakalpak musical instruments. It is with these aspects in mind that students need to be properly counseled and their musical abilities taken into account.

“The famous hafiz Tolibjon Badinov,” recalls Professor K. Mamirov, “studied vocal at the conservatory under Professor A. Izroilyan. However, he acknowledged that he had not tried to turn the singer's voice into a European style, and praised the work of Israeli State Examination Commission professor from Leningrad.

Psychologists note that mental development is intensively manifested in adolescent students. They also quickly form spiritual, moral and aesthetic concepts. Considering that spiritual and moral education is the basis of any other education, music teachers should also pay special attention to their spiritual development.

School-age students are energetic, knowledgeable, intelligent, and cheerful. They look at teachers with kindness and enthusiasm. They try to embody their good qualities in themselves. At this age, they are eager to have a good relationship with teachers. They pay special attention to the respect they receive from their teachers.

Love ties can also be established between school-age boys and girls. Like all teachers, music teachers need to pay special attention to this and explain that this sacred feeling is an important event that determines their future.

They hold individual tutors especially close to them and sometimes want to have their own experiences with them as an experienced teacher and get advice from them.

At such times, young people sometimes marry on the advice of a private tutor. That is why the most important aspect of spiritual and moral education of students is giving them the right advice. It consists of being able to lead in the right direction.

The ability of a teacher to be an example to young people as a person is also an important aspect of spiritual and moral education. Therefore, the teacher should pay special attention to his behavior, dress, communication, ability to think logically. Sometimes a teacher's ability to sing skillfully, or to play an instrument, can also inspire students and keep students interested in their profession. At the same time, non-teacher qualities such as arrogance, arrogance, self-aggrandizement, arrogance will never bring them prestige, and students' respect for such teachers will decline sharply.

The ability of school-age students to evaluate their own behavior plays an important role in their development as individuals.

Students are able to set complex tasks for themselves and work hard to achieve that goal.

“When we were studying at a music college,” recalls Professor K. Mamirov, there was a young man named Melis from Khorezm. He read only excellent grades in musicology. He was particularly keen on music theory. Any note or chord that struck his ear could tell which octave was in which, the names of the chords were almost inaccurate. We, too, followed him and began to work hard on music theory. Soon we were also able to accurately tell the types of tempo intervals and triplets. In fact, we had a hard time listening to and identifying the dominant seventh chords and their different types. ”

Sometimes teachers and sometimes classmates can play a role role model in students' interest in a particular subject.

We think that it is almost impossible to cultivate the spiritual and moral qualities of students without knowing the psychological characteristics described above.

At the same time, it should be noted that in the words of the famous Czech scientist J.A. Kamensky: "It does not depend on how children are born, but it is up to us to bring them up properly and make them good people."

The great philosopher Hegel said: "It is not right to overestimate the uniqueness of human beings. On the contrary, the educator's detailed study of the individual characteristics of each student, the idea of developing them in accordance with them, is a situation in which absolutely no migration and nothing can be substantiated. He doesn't even have time for that. The uniqueness of children can be tolerated in this family circle."

At school, according to a certain order, a life of equality begins, especially in the activities of musical circles.

Here it is necessary to teach children to get into the habit of obeying the rules that are common to all, instead of their own actions. Only in this way can changing the hearts of children lead to true upbringing.

Music lessons in general education schools are a learning process that takes place through the establishment of such a requirement. This is because teaching each part of a work of art requires that all the participants in the circle take the same breath, start the performance at the same time, and always follow the teacher's gestures and finish the performance at the same time. At the same time, it is impossible to carry out their spiritual and moral education without studying the individual characteristics of students. For example, if you assign a task to one student, he will do it without hesitation, and the other will have to be instructed to do it in a firm and effective way.

According to IP Podlasyy, "the moral and social qualities of school-age students are growing rapidly. Not only the change of age, but also the emergence of new activities, learning the rules of a new team, the diversity of relationships also have an impact on this. Boys and girls of this age try to show their individual status by their individual abilities and want to stand out from the crowd, to have a special respect.

Their desire to pursue a career depends not only on what they like, but also on homes, such as earning more money in the future and improving their personal lives and the well-being of their families."

In conclusion, students of childbearing age have unique psychological characteristics that require them to be morally educated, to teach them to count on public opinion, to increase their interest in reading and life, to work hard, to work in a systematic way.

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