

DEVELOPING STUDENTS' MUSICAL CULTURE AND UNDERSTANDING BY LISTENING TO MUSIC

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ABSTRACT

The article outlines some of the problems associated with the organization of lessons in musical culture in secondary schools, and ways to ensure their solution. At the same time, methodological aspects of the application of pedagogical technologies in the process of lessons in musical culture are reflected.

Keywords: Pedagogical technology, concert, interviewing lessons.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The new educational content based on the State Education Standards for Music Education, along with students' musical knowledge and skills, ensures the development of such qualities as observation, memory, figurative imagination, creativity, independence, initiative, artistic and musical taste.

The new content of music culture education aims to bring up the younger generation at the level of a cultured person who can inherit our national musical heritage, realize the richness of universal music [1].

The development of intellectual maturity of today's youth, their thirst for knowledge, independent thinking and scientific and creative research, unbounded interest in news and discoveries and the demand for educational content, the teacher's self-improvement, professional development and further development of the education system. serves as a key factor in what needs to happen. It is no exaggeration to say that the mastery and application of pedagogical science, new pedagogical technologies, innovations, new pedagogical-psychological concepts, interactive methods, which have been rapidly entering the education system in recent years, have radically changed the content of education.

The modern teacher must understand that he must be a “director” rather than an “actor” in the teaching process. He will have to organize his students' creative views on the science of music, form in them the qualities of inquisitiveness and, of course, organize the lesson using new pedagogical technology. To do this, he must be familiar with several new teaching methods.

In order to teach our youth self-awareness, independent, conscious thinking, to prevent gaps in their thinking, we need to increase the richness of speech, musical literacy, interest in our art and classical music, to determine the level of their musical thinking.

An important aspect of music is that it is first and foremost directly related to emotions, and every piece of music studied demonstrates a high degree of humanity and spiritual purity. The art of music requires a high degree of humanity, spiritual purity and an extremely delicate taste from those who practice it.

The role of the world of musical sophistication in educating young people in a spiritually harmonious and spiritually active way is invaluable. Today, one of the urgent tasks of a music teacher is to improve the lessons of music art and culture in a scientific and methodological way and to conduct them in accordance with modern requirements. Therefore, we found it necessary to consider, at least in part, some of the problems associated with the teaching of "Music Culture" in secondary schools and ways to address them.

We have already mentioned that the science of music culture differs from other disciplines in that it has a feature that is in tune with the development of the times. It is natural that each science has its own characteristics. Of course, there are many unique aspects of music teaching. This is evident in its views related to organizational structure and practical execution. Therefore, advanced pedagogical technologies can be effectively used in every type of activity of the lesson.

In lectures, stories, explanations, demonstrations, demonstrations, listening to music, conversations, questions and answers, group singing, voice tuning exercises, it is possible to apply technologies in accordance with the existing conditions, the capabilities of teachers and students. It also shows the peculiarities of a music teacher. These include a love and interest in the art of music, an emotionally uplifting lesson, the development of pedagogical skills, love for children, their musical ability, consideration of interests and the desire to realize them.

If a teacher does not have such features, it goes without saying that any pedagogical technology will remain dry, meaningless and uninteresting, ineffective. Because it is clear that any form, model, type of education will not give the expected result without the pedagogical skills, knowledge, qualifications and pedagogical activity of the teacher.

It is known that a music teacher carries out educational work at the same time. In educating students through the art of music, it is important that the teacher has good musical skills, a good voice, reading notes, using various tools wisely and appropriately, verbal skills, the ability to improve students' abilities. When the teacher himself plays a melody on a musical instrument or sings a song, it has a special pleasant effect on the students of the class, their mood rises.

The music teacher should also supervise the lessons. Due to constant observations, the teacher improves his pedagogical skills. It teaches students to evaluate a situation, to feel their inner feelings, interests, and abilities. Follow-up lasts from 1st grade to 7th grade. It also identifies the effectiveness, convenience, fun and interesting aspects of the method, form and pedagogical technologies used for children.

The specificity of music education allows the development of new types of music education that are unique to the organizational structure, practical performance activities, as well as teaching methods, factors that ensure their effectiveness, analysis of tools and generalization of their general creative aspects. These are also pedagogical technologies in terms of their content and essence, and their application in music lessons gives good results. Such lessons instill in students a good mood, enthusiasm, uplifting spirit and aspiration.

There are a number of play methods and teaching methods available to engage school students in the art of music and ensure educational effectiveness. Among them we can highlight the following technological lessons, which are widely used today by advanced, enterprising teachers.

The minimum requirements for the content of the subject "Music Culture" are a set of theoretical and practical activities, which include elementary music literacy, musical activity, musical performance, knowledge of Uzbek folk instruments, choir, ensemble, composers and composers, elementary music. terms and phrases, music genres, themes based on the assimilation of our national music culture.

These topics are covered in the course of the lesson through theoretical and practical lessons in the following educational activities:

1. Listen to music.
2. Singing as a group.
3. Music literacy.
4. Musical creativity.
5. Rhythmic movements.

Listening to music is the basis of educational content. In addition to learning songs and melodies through listening activities, there is an opportunity to learn and master musical rhythmic movements, creative activities in a comprehensive way, to express musical descriptions. Samples of Uzbek folk music, musical works of Uzbek composers and composers will be heard.

Singing as a group is necessary to develop students' musical ability and performance skills. In the process of singing as a group in the classroom, the student seeks to control his or her own vocal performance, to hear and observe the performance of his or her teachers, and to interact with them. Samples of Uzbek folk songs, songs of world and Uzbek composers are sung.

Music literacy is important as an activity that theoretically unites all knowledge. Whatever the type of activity (listening, performance, musical movements), the work on the given topic is studied and new concepts about its features (genre, form, structure, performance) are formed. Therefore, music literacy is not only the study of music, but also a set of general knowledge, concepts (performance, folk and compositional music, their differences, local styles of national music, classical music, music literacy) that make up the general musical knowledge of students.

Music literacy provides an understanding of musical terms, traditions, tempo, speed signs, dynamic symbols, the language of expression of music, simple musical forms and genres, major and minor. It also develops listening comprehension, soloism, adventure and ensemble performance, musical taste and perception.

In the activity of musical rhythmic movements, special musical movements are performed by listening to melodies and musical dances, and creative activities are developed in students through the perception of musical rhythmic movements.

The teacher-teacher achieves the goal set by various content, methods, forms and means in order to develop the spiritual, moral and artistic culture of students.

Nowadays, there is a growing interest in the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process. One of the reasons for this is that while traditional education has so far taught students to acquire only ready-made knowledge, modern technology has taught them to search, independently study, analyze, and even draw their own conclusions.

Each teacher can change the methodology of the teaching process, which can be carried out with the use of new pedagogical technologies, depending on the conditions of their subject (subject) and the capabilities and needs of students, or create their own copyright technology in the teaching process.

For example, the study of "high" and "low" sounds through registers in the music literacy activity of the lesson. Registers are generally divided into high (high), medium, and low types. To give students an idea of the registers, the teacher plays a song that has been learned or is familiar to the children in different (upper, middle and lower) registers of the piano [2]. Students raise their hands when the song is played in the upper register, extend their arms forward when the song is played in the middle register, and lower their arms when it is played in the lower register.

Performing this exercise in an upright position gives good results, and along with achieving the main goal, students develop physical, mental freshness and high mood.

In addition, for music literacy activities, it makes sense to create riddles to find the means of expression of music, i.e., the dynamic signs and notes of music, and to pronounce words correctly.

Interactive methods such as "Dance Smile", "Pantomime", "Street of Skills" can be recommended in the musical movement activities of the lesson. In this case, it is possible to use dance movements in accordance with the description of the melody. The quality of the lessons will be even happier if the melodies "Yalamma yorim", "Andijan polka", "Lazgi" are used.

Participants sit in a circle. One student invites all students to dance to pleasant music.

1. Students dance freely. When the music is over, he should look at his friend standing next to or in front of him with a smile and say a word of applause.

2. It is strictly forbidden to say words that criticize or disappoint students. They should be addressed as follows: "I am glad to see you", "You are smiling so beautifully", "You are dancing so beautifully", "Your dance makes me happy" and so on.

At the end of the lesson students will be asked the following questions:

1. How has music affected you?
2. How did you feel when you saw the smiles of those around you?
3. Whose applause did you like the most? Why?

The use of the "Networks" (cluster) method to gain knowledge about Uzbek folk instruments in the musical creativity of the lesson gives good results.

This method is intended to provide an in-depth study of a given topic, primarily to accelerate and expand students' thinking activities. It teaches students to network a concept or clear idea on a topic in a free and open way that is inextricably linked with the sequence. It also encourages reinforcement, better mastery, generalization of the topic and encourages students to express their ideas on the topic in a graphic form (Figure 1).

Each of these classes has its own structural features, tasks, goals and methodological foundations. When music lessons in the primary grades are conducted in the form of games (arranging songs through games, music, dancing, "writing games"), students become more active and they perform the assigned tasks relatively easily.

All of the above shows that music lessons, by their very nature, have a wide range of possibilities in the use of new, unique and modern interactive methods. Once again, a music teacher's intelligence, skill, work experience, and what technologies he or she can use depends on his or her professionalism. Regardless of the type of activity a music culture teacher uses, it is crucial that he or she has the pedagogical conditions to teach the lesson and, of course, selects and applies pedagogical technologies based on students' interest and ability to teach.

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