

PEDAGOGICAL, PSYCHOLOGICAL POSSIBILITIES OF IMPROVING THE METHODOLOGY FOR THE DEVELOPMENT OF MUSICAL CULTURE IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article will talk about the pedagogical, psychological possibilities of improving the methodology for the development of musical culture in primary school students, as well as the role of feedback and resources of our allies in the art of music.

Keywords: music, culture, creativity, student, memory, psychologist, Art, classics, educator, singing, singing, dance, ability.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

What is music? The word "music" is derived from the Greek word "mousiche," which means the art of the muses (inspirations) [1].

Music is an art form that reflects a person's inner emotional experiences, spirituality, thoughts, and imagination through the sequence and combination of musical sounds (melodies). A person listening to music is immediately immersed in its embrace, that is, into another world. It forces a person to reflect, to think, to dream, to be happy, to be relieved of sorrow, and even to shed tears with sweet memories.

It is known that the thinking, lifestyle, and spiritual views of any nation or ethnicity are not formed by themselves. It is well known to all of us that their emergence and development are based on specific historical, natural, and social factors. The spirituality, culture, history, and uniqueness of a nation, its restoration, are recognized by the entire world community as crucial and decisive for the renewal and progress of our society and its successful advancement. The need to thoroughly consider the influence and importance of the spiritual world on human development, as well as to define the tasks related to the spiritual health and harmonious upbringing of our people and future generations in this complex time when our people are building the foundations of a new life and society, has emerged as a vital necessity. Every person living in this country, especially the younger generation, must understand their identity, deeply assimilate our ancient history, rich culture, and the heritage of our great ancestors, independently reflect on the rapidly changing reality of today's life, and live with a sense of belonging to all changes. This noble goal cannot be achieved without the art of music.

Psychologists emphasize that a person is not born with abilities, but with aptitudes, which are the source of the realization and development of any ability. Ability is an individual characteristic of a person that is a subjective condition for the successful performance of a certain type of activity. Every ability is manifested in the course of activity. Aptitude does not develop on its own; a favorable environment is necessary for its development. Sometimes a child may be born with an aptitude for music, but if a favorable environment is not created for the formation of his musical characteristics, his aptitude for music will not develop. The

environment is one of the leading factors in the formation of a person as an individual. By environment, we mean the sum of external events that affect a person, which, in turn, are divided into natural environment, social environment, family environment, and others.

Aristotle commented on musical modes that alter the psyche: "Music in one mode makes a person gentle and merciful, while another can lead to excitement and agitation." In his opinion, melodies in the Phrygian, Dorian, and Lydian modes have a positive effect on a person's health and spirit, while he recommended ensuring that music in other modes should not be heard by the younger generation. It is impossible to talk about a spiritually mature person without developing a sense of beauty in a person. Music is one of the most powerful tools for shaping and cultivating these subtle feelings. Only those whose hearts are attuned to beauty love and understand music. Listening to and perceiving music is cultivated and instilled from childhood. As the great writer Chingiz Aitmatov said, "Only music can overcome the false beliefs of the times and constantly strive towards the future" [2].

Abu Nasr al-Farabi, Ibn Sina, al-Khwarizmi, and their successors created scientific works on music theory ("Ilmi Musiqiy"). Eastern scholars ushered in an entire era in the history of the development of music. Al-Farabi described it as, "Healing the spirit with the effect of beautiful sounds is beneficial for health." The universally recognized encyclopedic scholar and founder of medical science, Abu Ali Ibn Sina, emphasized, "Two things are necessary for a child's organism to become strong: one is to gently move and rock it, and the second is the mother's song (lullaby). The first is for the (child's) body, and the second is for its soul." [3].

The thoughts and sources of our scholars are very important in improving the methodology of developing the musical culture of primary school students. Every melody, song, dance, and musical work being taught should praise our land, awaken good qualities in people, call for good, and moreover, encourage friendship and courage. Unfortunately, nowadays, "entertainment songs" with pleasant music but shallow meaning, which are not suitable for young people, bring neither harm nor benefit, do not encourage good, and give temporary pleasure are becoming popular and negatively affecting people's minds. Melodies and songs are considered the main spiritual and moral factor for people to form and live as social beings. One of the areas that glorifies such songs is the subject of music culture. The subject of music culture is the most widespread form of human artistic activity. It urges almost all social strata of humanity to engage in intensive artistic and cultural activity and generalization. Because music unites the young generation by creating interest in the heritage of folk songs, national and European classical music masterpieces, and also encourages harmony and solidarity, and helps to eliminate some physiological and psychological shortcomings in them (stuttering, inability to express thoughts, poor memory, shyness, bashfulness, capriciousness, inattentiveness, etc.). These specific characteristics of music serve as a key factor in shaping the musical culture of students. Since ancient times, Eastern and Western thinkers and philosophers have striven to master the art of playing and singing on several musical instruments. Because the heart beating in harmony with music helped people to focus their thoughts, organize them into a system, improve their stomach health, and find solutions to problems. Thus, with the help of music, it is possible to educate and develop a person both spiritually and physiologically [4].

The famous Polish composer K. Szymanowski, speaking about the natural power of music, emphasized that it can be used in two opposite directions - for creation and destruction - "just as the waters of a fast-flowing river are used to do useful and productive things, i.e., to turn a

mill, the power of music should also be used productively", - he noted. It is appropriate to recall A.P. Asafev's words, "...music is art, science, language, and play".

It is very difficult to express in words the feelings expressed through music. It is not without reason that they say, "When words fail, music comes to the rescue." Music has an active emotional impact on students, making them happy and evoking positive experiences. Students get a good mood from good, meaningful, and interesting music.

Our ancestors and people have left us a rich cultural heritage for centuries. Based on their lifestyle, living conditions, and climate in various regions of our republic, diverse melodies and songs were created, instrumental music emerged, and musical instruments were made. Studying them, applying them to life, and passing them on to future generations is one of the important tasks set before us.

Music penetrates the human psyche by creating images in one's imagination, and good, pleasant music evokes a good mood in the human heart, bringing upliftment to one's spirit. A person inspired by pleasant music gains confidence in their own strength, drawing nourishment from it. They feel strong when faced with certain problems and helplessness in life, and they become ready to show courage in different situations.

Playing out of tune on musical instruments, singing off-key, and performing extremely tasteless and frivolous works naturally disrupt the listener's mood. Under the influence of such music, one begins to feel irritated and openly declares war on such music, trying to eliminate it. In cases where it is impossible to stop such distorted playing of music, the listener experiences irritation. Elevated moods in musical works are not only about expressing joy and happiness, but also lead to the emergence of some characteristics of the characters in the work in the listeners themselves.

At the same time, tragic situations are also expressed in musical works. Tragic situations such as the willingness to sacrifice oneself for love, and the suffering of unfulfilled dreams are clearly displayed in various genres of music. Comic images and satires that make people laugh have also found their expression in our musical works.

The development of methodology for fostering musical culture in primary school students is a cornerstone of the educational process. Introducing young students to the heritage of classical music, widely promoting the activities of amateur circles, folk instrument circles organized in art palaces, contributes to the further development of musical art. It is expedient to implement the tasks of popularizing our national values, traditions, as well as the art and culture of kindred peoples in these circles. In this way, we foster and shape patriotism and internationalism in young people.

Based on the above interpretation, we must come to the conclusion that music, in whatever form or appearance, becomes a powerful tool of moral, emotional, and artistic-aesthetic education due to its influence. Music, a great discovery of humankind, is an inexhaustible treasure.

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