



Some characteristics of organizing music education in comprehensive schools

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ABSTRACT

This article provides detailed information about the importance of music culture lessons in forming the spiritual, artistic, and moral culture of secondary school students, instilling national pride, patriotic education in them, expanding their horizons, and increasing independence and initiative.

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Umumta'lim maktablarida musiqa o'qitishni tashkil etishning o'ziga xos xususiyatlari

ANNOTATSIYA

Kalit so'zlar:

musiqa,
madaniyat,
dars,
ta'lim,
qiziqish,
tarbiya,
tashabbuskorlik,
adabiyot,
badiiy did,

Mazkur maqolada umumta'lim maktablari o'quvchilarining ma'naviy, badiiy, axloqiy madaniyatini shakllantirish, milliy g'urur, ularda vatanparvarlik tarbiyasini shakllantirish, fikr doirasini kengaytirish, mustaqil hamda tashabbuskorlikni oshirishda musiqa madaniyati darslarining ahamiyati haqida batafsil ma'lumot berilgan.

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fikr,
nafosat,
o'qituvchi,
milliy.

Особенности организации обучения музыке в общеобразовательных школах

АННОТАЦИЯ

Ключевые слова:

музыка,
культура,
урок,
образование,
интерес,
воспитание,
инициатива,
литература,
художественный вкус,
мысль,
изысканность,
педагог,
народный.

В данной статье представлена подробная информация о значении уроков музыкальной культуры в формировании духовной, художественной, нравственной культуры учащихся средних школ, национальной гордости, патриотического воспитания, расширения кругозора мышления, повышения самостоятельности и инициативы.

According to the Law of the Republic of Uzbekistan "On Education", a Concept of teaching all subjects, including music, has been developed based on the principles of democratization, individualization of education, and taking into account regional characteristics. Over the past period, the Republic of Uzbekistan has adopted a number of normative and legal acts on the development of culture and arts[1]. In particular, the Resolution of the President of the Republic of Uzbekistan No. PD-3391 of November 17, 2017 "On measures to further develop the art of the Uzbek national makom", of May 30, 2019 "On the organization of the activities of the state museumreserves Sarmishsay", "Shakhrisabz", "Termez" and "Kokand" Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 443 of April 21 [2] , 2020 "On measures to further increase the efficiency of the fine and applied arts" Resolution No. PD-4688 of May 26, 2020 "Culture Decree No. PD6000 of May 23 [3]. The subject of musical culture serves to form the spiritual, artistic, and moral culture of students, to implement the education of national pride and patriotism, to develop skills, refinement, artistic taste, to expand the circle of thought, to cultivate independence and initiative.

The subject of musical culture is interconnected with all subjects taught in secondary schools, including literature, fine arts, physical education, labor, and other subjects. The introduction of a state educational standard in music education, along with all other subjects, allows for the full use of national musical heritage. These are reflected in popular folk melodies and songs, the creative activities of singers and musicians, makom, shashmakom, epics, and today's modern musical activities. Such opportunities of musical art serve as a unique and unique source in educating the new generation, in their harmonious development.

The new educational content of music education, based on state educational standards, provides for the development of students' musical knowledge and skills, as well as such qualities as observation, strengthening memory, figurative imagination, creativity, independence, initiative, artistic and musical taste. For the musical and

aesthetic development of students, the teacher must diligently prepare in his work and ensure that the lessons are held at a high methodological level. After all, the lesson requires great willpower, research, responsiveness, and quick response to various pedagogical situations from the teacher.

The shortcomings of an ineffective lesson do not give the teacher peace and joy for a long time, and there is a need to look back and find the reasons for it. [4] A lesson in music culture is the main form of organizing music education at school. Although music circles and optional classes are also in practice, the lesson never loses its importance, because a lesson in music culture includes various forms of musical activity. These are collective singing, performing musical rhythmic movements, listening to music, musical literacy, musical creativity, students playing musical instruments, etc. The lesson is a leading factor in the system of music education, since all students are covered in it.

One of the important features of a music lesson is that it is characterized by arousing more creative pleasure, emotional feelings and figurative experiences. Music, in particular, has a positive effect on the development of students' mental and moral aesthetic development. Music lessons differ from other subjects with their remarkable features: First, music lessons consist of elements such as music history, theory, various examples of instrumental performance, choir lessons, music literacy, listening to music, analysis of musical works, students playing musical instruments, and performing rhythmic movements. [5] Therefore, music lessons are classified as mixed lessons. Second, music differs from other types of art in its means of expression. If fiction is expressed in artistic words, visual arts in colors and graphic lines, and dance in artistic movements, music is expressed in the form of melody created by musical sounds.

If we perceive works of fine arts and sculpture by looking at them, by reading and listening to fiction, and by watching and listening to movies and theater, we can perceive music only by listening carefully. Music is an art that is associated with a clear measure of time. If you do not tune in to the tempo of the music being played and carefully listen to each of its elements, the work will not be perfectly perceived. Therefore, by listening to classical works again and again, we feel their new artistic aspects. It is difficult to express the feelings expressed through music in words. "When words fail, music comes to the rescue". Thirdly, music has an active emotional effect on students, delights them, and evokes positive experiences. Students are cheerful, happy, and relaxed from a good, meaningful, and interesting music lesson.

Even if the music lesson is given in the last lesson, students relax and their fatigue dissipates. This is also why today, a new area of music science is studying the impact of music on the human psyche and physiology through functional music. A music lesson differs from other subjects in its mixed type (structure) of the lesson, the means of expression (language) and the active psychological impact. Therefore, music lessons play an important role in shaping students' personalities and worldviews.

A special emotional atmosphere is characteristic of a music lesson. This is natural, of course, because music is the language of emotions. Music excites, has a positive effect on the psyche of students, and evokes a certain mood. The formed artistic impressions are further enhanced under the influence of the teacher not only through expressive performance, but also through the art of "words", facial expressions, and various movements. Students' attention is drawn to the music being played, and their emotions are developed. Students' immersion in the world of musical images and a clear sense of

expressiveness are achieved. Despite their common features, each lesson is unique and unrepeatable. As is known, good organization of the desired work is half the battle, and this fully applies to the lesson of musical culture.

The goals and objectives, content, structure, means, and methods of the lesson must be carefully thought out. Otherwise, no positive results can be achieved in a music lesson. Preparation for the lesson depends on the pedagogical qualifications and skills of the teacher. This, in turn, provides the educational, educational and developmental capabilities of the musical material, as well as the ways of their implementation.[6] Indeed, in order to successfully implement the tasks of musical education, it is necessary to study the work in depth. It is advisable to select the work taking into account the musical preparation and age characteristics of the students. The interpretation of the lesson content will include various musical works. To ensure their integrity, it is very important to determine the structure of the lesson. Because in this, it is important to pay attention to the sequence of various musical activities. Thinking over the musical and artistic structure of the lesson, the teacher must maintain an important emotional state in the students during the transition from one work to another and apply methods to attract their attention.

Also, when developing the lesson plan, it is necessary to take into account the physical, mental and emotional states of the students, as well as the individual characteristics of the class. For example, in primary grades, young students cannot maintain their attention for a long time. Therefore, it is advisable to change their activities in a timely manner, which prevents students from losing interest. It is effective to teach a complex song or dance over several lessons.

It is not advisable to move on to singing after learning complex musical and rhythmic movements. It is also necessary to take into account the place of the music lesson in the schedule, that is, at what time of the day this lesson will be held. It is also important to decide which lesson will be followed by a musical culture lesson. If musical culture lessons are held after labor education and, especially, physical education lessons, they should begin with activities that encourage students to think and perceive.

In each specific case, it is very important for the teacher to take into account the specifics of the class, the interests of students in one or another musical activity, and their level of preparation. Thus, taking into account all the conditions, the teacher's creative approach is required to develop and implement a lesson structure. [7] This will help make the structure of each lesson unique. After all, in the period from one lesson to another, other subjects may be covered and impressions may become shallow.

The teacher must ensure that these are mastered and that holistic impressions and interests are maintained in the music lesson throughout the week. If the content of the music lesson is planned in advance, the thought-out methods and tools will find their expression, and the interaction between the teacher and students should always be carried out on the basis of an interesting process. However, there may be some unforeseen circumstances, and it is impossible to give advice for each specific case. Sometimes unforeseen situations have to be implemented during the lesson.

The teacher's professional skills require drawing conclusions appropriate to each situation without losing himself. As a result, the lesson goal is achieved and implemented in the prescribed structure. Experienced teachers attach special importance to the structure of a holistic lesson. After all, the various elements and stages of the lesson are

mutually compatible and interconnected. Based on various methods (comparison of works, problem situations, brainstorming, scarab), the teacher increases the activity of students through creative tasks and tries to achieve the desired results.

As it is known, the quality of a modern music lesson is determined by the activity of students. The problem of activity is solved not only by the interesting structure of the lesson, the use of methods that form students' interest. Often it also depends on the teacher's individual approach to each student. [8] This is one of the important tasks facing a modern teacher today. Musicology meets with teachers and students once a week. A music lesson requires extensive work with students in the classroom. Therefore, the teacher must know his students well, correctly understand their strengths and weaknesses, interests, enter their world and assess the capabilities of each student. It is advisable to try to establish direct communication in the lesson, and widely use the tools and methods of expressing various questions with a provocative, inquiring look, facial expressions. Each musical activity allows for an individual approach to students.

It can be clearly observed, especially when students are accompanied on musical instruments when studying two- and three-part works, when students are given creative tasks according to their capabilities, etc. Differential tasks arouse interest in students. Successful completion of the assigned tasks by students activates their musical development. It is difficult to conduct a modern music lesson in conditions without special equipment. The aesthetic equipment of the music room should give pleasure to students and create a special mood in the lesson. It is very important for the teacher to use musical instruments, technical means, and visual aids in the lesson. Their quality, timely preparation, and effective implementation ensure the success of the lesson.

Today, it is difficult for a teacher to imagine the sound of various performances of musical works (performed by an orchestra, ensemble) in lessons without technical recordings. These tools expand students' imaginations of perceiving the sound of each musical instrument and the expressiveness of the voice, and electronic resource helps the teacher make the process of teaching singing more interesting and meaningful. The teacher records the students' singing during the lesson, invites them to listen to it again, and asks the students to evaluate the performance and give their assessment of the performance. Recently, various visual aids have been widely used in music lessons. These are illustrations, various pictorial scenes, etc. This also implies the effective use of examples of fine arts and verbal art in the lesson. It is important for students to use visual aids that develop their musical abilities in a musical culture lesson. Exhibitions using musical notation help students develop their singing skills based on musical notation and learn to sing faster. Singing sounds correctly, with pure and clean intonation, helps them remember the lyrics of songs better.

Thus, thorough preparation for a music lesson in a secondary school and its effective implementation require the teacher to constantly apply a creative approach, professional experience, knowledge, skills and abilities. The lesson, which is the result of the teacher's creativity, has an ideological and emotional impact, conquers the student's inner world, and cultivates interest and need for musical art. The success of a music lesson depends on the personality of a literate, deeply knowledgeable, and dedicated teacher.

Therefore, teachers who do not have sufficient knowledge and skills in music are advised to take the necessary lessons from expert authors when teaching music, make extensive use of MP3 recordings, and effectively use new pedagogical technology

methods in the process of teaching music. Otherwise, it will be difficult for students to master the requirements of the established program, and the requirements set for the lesson of musical culture will not be achieved.

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