

On the Methodology of "Music Culture" Courses of General Secondary Schools

M. O. Tuyunov

Teacher of the "music education" department, Faculty of Arts, Uzbekistan-Finland Pedagogical Institute

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ABSTRACT

In this article, in the "Music culture" classes of general secondary schools, the students are encouraged to increase their love for our national music art, to be able to understand music perfectly, to learn breathing and diction for singing. Concepts regarding the method of teaching the correct performance, training the voice range and the development of the sound production apparatus and articulation are explained. Information will be provided on teaching students to be creative from school age, forming the skills of independent improvisation (imagination) and developing a methodology for organizing musical education.

The most important task of today is to develop the reading culture of the youth of "New Uzbekistan", to increase their love for our national music art, to introduce and promote to the whole world our spiritual and musical heritage left to us by our fathers and grandfathers has become. Based on the goals 71-78 of the 5th direction of the "New Development Strategy of Uzbekistan" for the years 2022-2026 and of course in the 5th important initiative promoted by the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, i.e. youth meaningful organization of free time and implementation of decision No. 122 by our President, increasing the love of the young generation for our national music art was determined as the main task.

In particular, in the "Music culture" classes of general secondary schools, lessons are mainly conducted with listening to music, theoretical information and singing in which: - age characteristics of the student, musical interests, psychological and physiological condition are taken into account. Examples of mass activities include: "choir class", "singers" and "instrumentalist ensembles", "dance club".

Working with elementary school students requires more attention and serious pedagogical approach than working with upper classes. For this, a teacher should be able to be both a pedagogue, a psychologist, and a friend to his students.

Also, according to the character of first-graders, their memory, speech, attention and voice

apparatus are not fully developed, and their vocal cords are thin and weak. Therefore, in raising children to be familiar with music, the teacher should: - **be open and sincere, sweet-natured and able to attract children with his behavior**. Because the teacher should carefully study the students' musical ability, singing and voice qualities, starting from the first lesson, and divide them into the following three differential groups.

Group I: Talented and musically developed children.

Group II: Can hear music clearly, but falls into the musical tone relying on the teacher's voice.

Group III: Children with no musical ability who can't get into music at all.

When dividing into a differential group, it is possible to see a clear difference in the level of development of the consciousness of children who were raised in kindergarten before coming to school and those who were raised in family conditions without going to kindergarten.

Before teaching students to sing, they should be encouraged to pronounce vowels and consonants and syllables correctly and to sing with a clean tone. As a result of this, it is achieved by paying attention to articulation, pronunciation, lips, jaw, tongue and, of course, letters. No musical instrument can replace the human voice. That is why it is recommended to take care of the voice from a young age in "musical culture" classes.

By singing, the following changes occur in students:

1. Hearing ability grows and develops.
2. The airways are regulated.
3. The heart's systolic function is normal.
4. Breathing gymnastics will be established.
5. Pronunciation develops.
6. The ability to remember increases.
7. Develops articulation.

Because before starting to sing, it is necessary and important to inculcate the following rules in the minds of students.

Rules for singing:

1. Standing freely while singing.
2. Sing the song softly and without shouting, pronounce the words clearly and burro.
3. Sing the song with accented syllables longer.
4. Breathing carefully, bringing the verses to the end.
5. Sing along with friends when a song is performed as a group.
6. When singing, follow the instructions of the music teacher according to the hand movements.
7. When singing, it is necessary to first understand the meaning of the poem, because if the articulation is wrong, the performed work cannot deliver its full bloody meaning to the audience.

However, correct pronunciation leads to correct thinking. However, the foundations of musical culture and musical education are created mainly from the elementary grades. The main components of this process are an emotionally integrated attitude to art and life; Musical perception corresponding to the moral and aesthetic essence of music art is a manifestation of the spiritual-creative relationship of the performer and the listener. "Musical culture" lessons in

elementary grades include the development of children's imagination and fantasy, the ability to understand the relationship between the forms of nature and the forms of art, to feel their commonality.

In Class I, the main thematic content of the quarters will be as follows. These are: **What is music? What does it consist of? Who composes it, who plays it and who listens to it?** Next is the expression of human mood and mood in music. And then - elementary genres of music: - songs, dances, marches, humorous songs, and finally - elements of musical speech, which give expressive power in music, and have information about them. involves being. It tells about intonation as a separate independent form of musical art, emotional and figurative contents of music: - happy, sad, soft, quiet, solemn, exciting and other musical elements. **Speech, tempo, dynamics, melody, rhythm, registers** and others - the connection of music with speech intonation is shown.

1. The beginning of music lessons in the first grade is one of the important stages of music education. Therefore, it is necessary to pay more attention to the musical education of first graders. When talking about music to first graders, it is very important to explain it in a more understandable and simple way, in a literary language and, if possible, in accordance with the local conditions. For example: "The more you listen to the music played on the **radio, television, concert halls and theaters, the more joy you get**". In addition, describing local artists as examples will give good results.

In order to strengthen their musical knowledge, it is recommended to assign short and concise musical topics as homework for children to memorize.

In the process of conducting music lessons, it is possible to achieve good results if the following methods are used effectively, exhibitions and handouts are used, and the teacher himself personally demonstrates, simply explains, and performs as an example.

These include:

- a) When singing musical sounds - show pictures of children singing and the teacher himself shows and sings along.
- b) When teaching how to play a musical instrument, distribute the picture of the instrument, show it in person and play together with the students.
- c) Demonstrating dance movements - distributing a picture of a dancer or ballerina, showing live dance movements and dancing together with children.
- d) To teach how to write notes, it is necessary to distribute the picture of the musical note and then to show the location of the notes on the note line on the classroom board, and to help the children to learn to write in the music notebook.

In conclusion, it can be said that if the reviewed and analyzed recommendations are applied to the lessons, it will be the basis for increasing the effectiveness of education and the possibility of achieving the results of musical knowledge will expand.

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