



WAYS OF DEVELOPING THE SYSTEM OF SPIRITUAL AND MORAL EDUCATION OF THE STUDENT - YOUTH THROUGH PERFORMING ART OF UZBEK FOLK INSTRUMENTS

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Botirova Khilola Tursunbayevna
Department Of Music Education Of Andijan State University Acting Professor, Uzbekistan

ABSTRACT

This article describes the music lessons of the general education school, the regularity and continuity of education, the connection of education with life, the activity and awareness of students in the educational process, the educational importance of education and upbringing. Information is provided about the emotional impact of music on children and the close connection of music lessons with other subjects.

KEYWORDS

Education, music, creativity, tune, genre, work, musical literacy, instrument, rhythmic movement.

INTRODUCTION

Musical education has a great role and influence in the mental, aesthetic and physical development of students and young people. Musical activities in the continuous education system (starting from MTT, general education, BMSM, secondary special and higher education system) greatly help the all-round growth of young people. In higher educational institutions, students and young people are taught different types of music by means of Uzbek folk music heritage, the use of folk instruments in learning melodies and songs limited to certain situations and

conditions found in Uzbek folk art, all Mastering genre works is important. In the process of learning folk instruments, feeling the characters of the genre, instills elegance, beauty, expressive movements in students and educates their spiritual, moral and creative abilities.

The music lesson differs from other lessons in its artistic, interesting and instills more creative pleasure, emotional feelings and figurative experiences in children. Music classes differ from other classes with the following specific features:



1. Activities related to music theory and performance include: vocal-choir training, music literacy, listening to music, playing children's musical instruments, performing rhythmic movements.

2. Music differs from other forms of art in its means of expression, i.e. "language". If fiction is expressed by words, visual art by colors, dance art by movement, then music is expressed by means of melody created in musical sounds. While the above art forms are perceived through sight and hearing, music is expressed only by listening attentively. This is evidenced by the fact that even blind people have become accomplished musicians.

3. Music is an art associated with a definite measure of time. Therefore, it is impossible to understand the aasar perfectly if you tune in to the tempo of the music being played and listen carefully to every element of it. When you listen to a classic work again and again, you can feel its new artistic aspects.

4. Music has an emotional impact on children, makes them happy and creates creative experiences. Children enjoy and get artistic nourishment from a good, meaningful and interesting music lesson. So, music lessons differ from other subjects in terms of their psychological impact. Also, the music lesson is closely related to other subjects and cooperates with visual arts, literature, mother tongue, mathematics, history, pedagogy, psychology, vocal, rhythmic. These help to connect the music lesson with life, make it meaningful and interesting. The music class is also different from other classes with its mixed class type.

The 3 main activities of the music lesson are:

- listening to music;
- musical literacy;
- singing in chorus.

Music lessons in secondary schools are structured in 3 main directions:

- singing in chorus;
- musical literacy;
- listen to music.

In primary grades, there will be 5 lessons:

1. Singing in chorus.
2. Music literacy.
3. Listening to music.
4. Perform a specific movement to the music.
5. Accompanying children on musical instruments.

Singing in the choir is performed as a musical team activity with the direct participation of the teacher. Singing in a choir is a complex psychological and physiological process, in which nerve cells in the brain are also actively activated. During singing, it ensures the activity of positive emotions in students and creates conditions for students to work in class.

The teacher chooses 10-12 songs to teach throughout the year, taking into account the possibilities of the class, and arranges them in a certain order, taking into account the level of vocal performance and the artistic content of them.

"Students' vocal-choir skills, acquired in the lower grades, will be improved, these skills will ensure correct and effective singing of the song. It helps to improve and maintain children's voice" [1.59].

Singing skills, the main elements of the voice, breathing planning, sound production, diction, music, ensemble program are given separately for each school year.

In the process of education, all these elements are connected to each other.



Music literacy in the music lessons of the general education school differs in that it consists of a complex knowledge about music. Along with musical notational elements studied in the process of chanting, musical literacy includes musical genres, their forms and structures, means of expression, concepts of the nature of folk and composer's music, types of performance, musical instruments and their tones, etc. In the process of music education and upbringing, the musical literacy of students should be formed on the basis of this set of knowledge. It is the main component of music culture.

Listening to music plays an important role in enriching students' musical impressions, expanding their imagination, developing their listening skills and developing their musical taste. In this type of activity of the lesson, students listen to an exemplary performance of the rarest musical works performed by a music teacher, using an electrophone and a tape recorder. They perceive the power of music as an art to depict, the beauty of nature and life, the unique, unobtrusive aspects of reality and behavior in the colorful colors of the musical tone. It is recommended to try singing the tunes of these tunes with the students so that the tunes are deeply rooted in the memory of the students. In particular, the piece is reinforced by hearing it played on a musical instrument and then singing it. In order to remember the works well, it is necessary to play them at least 2-3 times, introducing the students to new dynamic aspects of the tune each time. By listening to the tunes, students gain a detailed understanding of the different genres of music: marching, singing, and dancing. All three main parts of the lesson should not be separated, on the contrary, they should be connected to each other and ensure that the content of the lesson is a whole. To improve students' performance skills and strengthen their harmonious singing, sometimes it is

effective to sing them on the stage of the class. After learning the song, the students give a "Class Concert" at the end of the week or quarter. Strict adherence to stage culture such as going on stage, finding one's place among classmates, feeling each other when singing and going to one's place has a positive effect on students' interactions and behavior. secret shows. Singing "on stage" gives an opportunity to determine the level of learning of the song by the students, to "cook" some sentences of the piece and to perform the song in a festive setting. "Class Concert" becomes an endlessly rewarding activity for students.

Material and methods

In practice, a person who has knowledge will be able to absorb and apply the acquired knowledge in everyday life. In the context of young people, education can be seen as a continuous process of development, so that they practice and apply their knowledge as an activity in the future, achieving a positive result. In this regard, the influence of music on the human psyche and its wide possibilities have long attracted the attention of musicologists, thinkers, and scientists. They tried to determine the features of music that influence the formation of people as individuals. Our great ancestors, who made a great contribution to the development of world science, deeply understood the role of music in the education of a perfect person, researched its importance in the development of personality in their works, and left us as a legacy. Information about music in the works of the great thinkers Al Farabi, Abu Ali Ibn Sina, Abdul Qadir Maroghi, Sharafuddin Ali Yazdi, Mahmud Kashgari, Ahmad Yugnaki, Sadi Sherozi, Abdurrahman Jami, Kavkabi, Darveshali Changi, Kamil Khorazmi, Alisher Navoi, Zahriddin Muhammad Babur. even today, we can see that it is the most important and necessary resource for educating the young generation from its scientific, theoretical and educational side. Because



education is an important direction of development of any modern society.

"The purpose of music education is to bring up the young generation to the level of a cultured person who can enter our national musical heritage and perceive universal musical values. To do this, it is necessary to develop the musical talent of each student, to increase his love for the art of music, to create the scope of knowledge and practical skills in music, to create the necessary conditions for the musical development of talented students, to improve the musical education of the school. is the main task" [2.89]. In the implementation of these higher goals and tasks, it is necessary to look at music science as a factor of cultural and moral development of society, to rely on the creativity of teachers in solving subject problems, to improve the methodology of music teaching based on best experiences and the results of complex scientific and methodical research.

Discussions

The process of musical education is carried out in the form of musical activities outside the classroom. The main and necessary form of education for all students is music lessons. Therefore, it is an urgent issue to use various forms and types of lesson structures and teaching methods, and to discover new methods and structures of the lesson during the experimental process. It is important to study Eastern and national music pedagogy and use it effectively.

Currently, the principle of scientificity of music education, the principle of taking into account the capabilities and age characteristics of students, demonstration, regularity and continuity in education, the connection of education with life, the activity and awareness of students in the educational process, There are many principles of education and training, such as educational character. Music lessons are

organized on the basis of didactic theory and principles of pedagogy, generalized theory of educational practice.

These principles mainly determine the main requirements and directions of the application of educational material, the content of the music lesson in the lesson system and are divided into several types:

- strength of knowledge and skills in music lessons;
- scientific systematicity and continuity of education and training;
- awareness and activity of students in class;
- use of demonstration methods in music lessons.

Educational materials are used in the process of creating a lesson plan suitable for children's skills and age characteristics. The content of education is intended to familiarize students with real scientific evidence, concepts, laws, and theories. For this purpose, it is necessary to apply the principle of scientificity, which is scientifically based, confirmed by experience, and based on legal relations between music science in the educational process and the content of music science. The practical application of theoretical knowledge and the connection with practical sciences should be felt in the information of every student. Music news should always be explained. The principle of scientificity during direct lessons is not limited to providing scientific information. In the course of the lesson, the compatibility of educational materials with the students' level of knowledge, taking into account the development laws of the children's voice, correctly teaching the laws of notes, analyzing the works in accordance with the children's intellectual abilities are the scientific principles of the lesson. In the elementary grades, they teach little songs, tunes, and pesas that are typical of the thinking of young children and are more related to play. In the secondary classes,



the students' scientific worldviews are formed in the process of learning specific subjects based on their life experiences. In accordance with this, the studied works become more and more serious in terms of genre, volume and artistic content, which is called the principle of systematicity.

Music lessons include basic musical activities such as singing in a choir, music literacy, and listening to music. Attention is paid to the following without separating the main activities of the lesson from the logical integrity of the lesson. This is the principle of continuity, that all musical activities in the lesson are carried out continuously, and each activity of the lesson takes its turn.

The implementation of the principle of awareness and activity in musical education also fully relies on the psychological foundations of the cognitive process. Students may have difficulty in mastering rules and regulations, and in some cases, in the process of directly applying this knowledge. Sometimes they cannot solve simple problems. In order for students to use the acquired knowledge in practical life, it is necessary to turn the teaching process into a thinking process. For this purpose, it is necessary for the child to consciously master the learning materials and to activate the learning process. Mastering a certain piece of music by singing or listening to it and enjoying it artistically, enjoying and perceiving it, being able to draw the child's attention and interest in it, creates consciousness and activity. Conscious perception of music, in turn, requires a stable memory in terms of artistic tone and logic. Consciousness and activity in music lessons are especially necessary for the formation of vocal and choral skills. Singing in a choir, listening to music, and in music literacy activities will facilitate the correct knowledge and mastery of the theoretical and practical aspects of conscious and active music.

In musical education, adherence to the principle of demonstrability is the basis of the educational process. "Abu Nasr Farabi said many instructive words about the use of visualization in education and training. According to Farabi, students can be divided into three categories.

The first category - they can study the educational material by themselves.

He says that it is necessary to forcibly educate the second category.

The use of visualization in teaching students of the third grade gives an opportunity to speed up the educational work and make it a little easier. When the principle of demonstrability is applied, visual organs are used along with auditory organs" [3-35].

Conclusions

In music education, music itself is a visual tool. Because it is perceived not by hand, but by ear. It is played as the main exhibition both in listening to music and in the analysis of the work. The teacher himself, speech, and performance serve as the main exhibition. In addition, technical tools, display cards, graphic records, pictures, musical notes also play an important role as an exhibition in a music lesson. These principles are mainly used in the process of creating the content and plan of the music lesson using educational materials.

In conclusion, the general didactic principles of pedagogy are important in the lessons of music culture and are of great importance in connecting music with life.

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