



## CHARACTERISTICS OF THE STRUCTURE OF MUSIC CULTURE COURSES

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### ABSTRACT

This article describes in detail the organization of music culture lessons by teachers, methods of effective organization of students in the classroom, methods used by the teacher in the classroom, methods and structure of music culture formation in the minds of students in music lessons.

### KEYWORDS

Music lesson, voice, reader, analysis, methodology, tradition, education, attention, interest, task, work, spirituality, psyche.

### INTRODUCTION

The course is a leading factor in the system of music education. Because in music lessons, children are covered in a comprehensive way. Music has a great positive effect on the mental and moral development of children. Therefore, music lessons are first and

foremost called parenting lessons. The name of the science is not only the method of teaching music, but also the method of music education. In order to teach a new curriculum, a music teacher must improve his or her musical and theoretical knowledge. Today, music plays an important role in the formation of a person,



actively influencing his emotions and psyche. One of the main tasks of secondary schools is to bring students into the world of sophistication and spiritual education. In this case, the teacher introduces children to a particular piece of music, performing it in an expressive, “live” way, attracts students’ attention to the work, develops their speech, thinking skills, worldview, emotional feelings. actively affects emotions. Not only sound education but his alertness and dedication too are most required. The teacher's creative approach to the lesson is important and sets a number of tasks:

- Search for new methods and tools in music education;
- to express the integral connection between life and art. [1]

In order to achieve these goals, the teacher must be seriously prepared, work tirelessly, that is, to increase the level of knowledge, scientific literature, new programs, fiction, theater, museums, ways to raise awareness (students). need to improve. It is important that the classroom where the music lessons are held is tastefully equipped. It is necessary to be equipped with technical means, methodical visual aids, piano and Uzbek folk instruments, to use the new technology, to compile lesson plans and syllabi using the new technology.

Thus, the purpose and content of all music lessons requires that all parts of the lesson be integrated with each other, covering the lesson and connecting it with life. Music lessons are different from other lessons in that they are more artistic, fun, and give children more creative pleasure, emotional feelings, and figurative experiences. That is why a music lesson is first and foremost an educational lesson. Music lessons differ from other lessons by the following specific features:

1. It differs from the five types of activities related to the theory and performance of music: vocal - choral lessons, music literacy, listening to music, playing children's musical instruments, elements of rhythmic movements.
2. Music differs from other types of art by its means of expression, ie “language” (melody, mode, dynamic signs, tempo, alteration signs, intervals). If fiction is expressed in words, fine art in colors, dance in movement, and music in tone. If we perceive the above art forms by seeing and hearing them, we can express music only by listening to it, so mature musicians have emerged from the blind.
3. Music is an art defined by a precise measure of time. Therefore, if we do not adjust the tempo of the music being played and listen carefully to every element of it, we will not be able to understand the work perfectly. When we listen to a classic work over and over again, we feel its new artistic aspects. Music has a definite time scale.
4. Music has an active emotional impact on children, makes them happy and evokes creative experiences. With good, meaningful, fun music lessons, children can relax, get artistic nourishment, and be happy. So music lessons are different from other disciplines because of their active psychological effects.
5. Music lessons are also closely related to other disciplines. Fine arts, literature, native language, mathematics, history, pedagogy, psychology, vocals, rhythmic, etc. These will help to connect the music lesson with life and make the lesson meaningful and interesting. Music is different from other disciplines in that it is a mixed class. [2]

Elementary music lessons consist of five activities:

1. Singing in a choir.
2. Music literacy.



3. Listen to music.
4. Perform actions appropriate to the music.
5. Children play musical instruments.

Singing in a choir. Vocal and choral works are especially important in the creative development of children's musical education. In many ways, engaging students in singing depends on the teacher's skill in making each piece of work or song beautifully sung by the teacher. Because vocal choir work with young children is often based on singing in imitation of the teacher's voice. Therefore, the teacher should constantly work on his pleasant voice. In the process of vocal and choral work, the teacher adjusts the sound, the vocal range of primary school students in the process of singing (do1 - do2), ischr: range (mi1 - fa1 - sol1) is easy to sing in the primary sounds Must know the sounds of (sol1 - lya1) clearly. In music culture classes, singing is taught in several stages:

1. Get children's attention to the song.
2. Teacher's introduction to the song (a brief description of the songwriters, the content of the work, the historical features).
3. Analysis of the song (means of musical expression, mode, tempo, size, rhythm, dynamic features).
4. Teach the song into musical sentences (take a deep breath, save the sentence to the end, work on the qualities of performance).
5. Achieve artistic performance of the song (short conversation about children's impressions of the song, ie generalization). [3]

Music literacy. In the process of music culture lessons, music literacy is used for independent study and performance of musical works in the course of independent study activities. The content of music literacy shapes students and expands and deepens

their knowledge. Thus, music literacy serves as an educational function. The main basis and pedagogical purpose of music literacy (activity) is achieved through a competent analysis of the works on singing and listening to the quarterly topics given in the new program. They teach students based on their daily experiences and musical experiences. Music literacy is taught in the following stages:

1. To teach children to pay attention to the means of musical expression - tone, register, tempo, rhythm, dynamic characters.
2. To know the rules of sound tuning and singing, to teach to follow the rules of clapping and playing musical instruments.
3. Music creators: "composer", "performer", "listener" The content of the topic and information about the authors of the studied work is carried out through music literacy.

Listen to music. Listening to music is a key element of music culture lessons. Because the sound of music is consciously perceived, its character and content are assimilated. Based on the students' life experiences, each piece of music reflects a certain emotion and thought. No matter what activity we take in a music lesson, it starts with listening to music, understanding music, and influencing the mood of the students, so listening to music is the leading activity of the lesson. Each piece of music listened to in class depends on the content of the quarterly lesson in terms of artistic and ideological content, and follows the principles of science, continuity, consistency. Listening to music is done in several stages:

1. Involve students in a piece of music and the teacher's introduction.
2. Listen to the work performed by the teacher or on a magnetic tape.



3. Simple musical and artistic analysis of the work through conversation to do

4. Listen to the work as a whole and have a final discussion about the students' general impressions of the work.[4]

Accompanied by children's musical instruments. Accompanied by children's musical instruments. This activity is the most fun. Because musical instruments are interesting to every student as live, sound toys. Children's musical instruments primarily develop students' creativity and musical reading skills through the elements of performance. The use of children's musical instruments in music culture classes gives good results and increases students' curiosity, interest and musical learning. There are two types of children's musical instruments used in music lessons. Includes loud and non-loud (noisy) instruments.

1. Musical instruments include metal and xelophone.
2. Non-percussion instruments include: drums, simple chopsticks, rattles, drums, triangles, maracas, and rumbas.

Accompaniment of children's musical instruments is carried out in different ways:

1. First, the children listen to the music, clap and have a rhythmic accompaniment.
2. Active children who have clearly performed rhythmic accompaniment to music will be accompanied by a group of musical instruments.
3. Passive children are then accompanied to try to perform correctly.
4. Accompaniment of children's musical instruments is performed on different instruments each time.
5. The class can be divided into two groups, with the 1st group playing the instrument alternately and the

2nd group playing the sound method (bum-baka, baka-baka-bum).

6. Depending on the rhythmic structures shown in the rhythmic accompaniment of children's musical instruments, playing also increases and activates the creativity of students, comprehensively develops performance skills, memory and musical abilities.[5]

Performing musical movements. Rhythmic movements in elementary school are important for students' physical development. Elementary school students need to change activities frequently in music lessons because their vocal apparatus is thin, distracted, active, playful, and their memory and speech are not fully developed. Dancing to the music, performing play activities, helps students focus, strengthen their memory, and grow physically. [6]

It is recommended to use the following types of movements during the lesson: stepping on marching music, running, performing dance elements, conducting independent games, various hand and body movements that correspond to the nature of the music. It is known that dance plays an important role in the culture of our national music and every child is interested in it. Each type of action is predetermined by the teacher and is clearly beautiful and expressive. It is best to consciously listen to or sing the content of the music before performing each movement, and then perform the movements. Kids are also very interested in music. Many musical compositions use game techniques. Each type of musical activity performed during the lesson, musical games strengthen students' memory, increase their speech, help them to be physically healthy, and inspire them and increase their interest in music lessons. In this case, the structure of the lesson can begin with the desired lesson activity, depending on the pedagogical goals. The goal is to get students



interested in music, to develop their musical skills, to integrate classroom activities, and to achieve logical coherence. This means that in order to teach a new curriculum, a music teacher must be creative, have the necessary knowledge of music and singing skills.

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