



FORMING THE MUSICAL ABILITY OF STUDENTS THROUGH TYPES OF MUSIC ACTIVITIES IN PRIMARY CLASS

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Abstract.

This article describes the scientific-theoretical basis of using "musical activities" in elementary school music culture classes.

Keywords: Music culture, musicology, educational system, activities, music listening, music theory.

INTRODUCTION

By its essence, music is considered one of the important methods of researching the human factor and artistic mastering of the world, and it is one of the leading factors in the formation of human mental, moral maturity and spirituality, and in the spiritual education of young people. The President of the Republic of Uzbekistan emphasized the role of youth in Uzbekistan and said, "We will continue the state policy regarding youth with determination. Not only will we continue, but we will raise this policy to the highest level that the times demand today. We will mobilize all the strength and capabilities of our state and society so that they become human beings and become happy. –

Based on this, comprehensive training of future personnel is a distinctive feature of pedagogical, technical-technological, and professional education, learning new things based on practice, striving for knowledge, raising the level of skills, qualifications, and skills. , is focused on opening important issues of production and society. Along with updating and improving the content of education and increasing quality indicators, it is important to improve the qualifications of teachers and trainers, to keep pace with the development of science, especially in the continuous education system, which is widely used in all educational systems. It is one of the important tasks of today to improve the teaching methods of works and prepare them to the extent that they can apply them in their activities to ensure the effectiveness of the lesson. As the President noted: "We consider it our first priority to improve the activities of all parts of the education and training system based on today's requirements.

The importance of music education in raising the young generation to become perfect people with highly developed aesthetic taste is incomparable.

Formation of singing skills in primary school teachers is one of the important issues facing the music lesson. Singing in a group is the development of musical ability, it plays an important role

in the formation of singing skills, including the training of future musicologists. Singing not only brings aesthetic pleasure to the singer, but also plays an important role in training future musicologists. Singing not only gives aesthetic pleasure to the singer, but also helps to develop the ability to hear, develops the respiratory tract.

Well-trained and fluent singing skills, training will bring positive results in the future and allow expressive singing of colorful songs. Of course, this process is not easy, it requires the teacher to solve difficult problems and tasks with completeness. While singing a certain song, the teacher should learn ways to solve the following tasks:

- Forming emotional impressions of teachers by giving basic concepts about the song;
- Analyzing the musical direction aimed at creating a performance plan;
- Planning ways to work on the work in small pieces and form singing skills;
- Using exercises that create a basis for expressive singing and repetition of some sentences in order to study them carefully;
- Singing each part of the work to the audience, while the teacher starts to perform these tasks, first of all, he gives a brief information to the teachers about the creation of this selected song and sings it expressively to the accompaniment of a certain musical instrument;

He conducts a brief analysis of the high-low direction of musical sounds and whether the characteristics of the performance are suitable or not for the children's age by answering questions with them. Processing the song into small parts, the children between them can sing the song in its entirety after they have rethought and clearly understood: the children begin to try to hear each other playing the song in its entirety. He divides this situation and sings the song in turn. There are both singers and listeners. As a question-answer, the level of singing of each group is determined and evaluated by the teacher. In this way, the task of delivering the artistic performance of the work to the listener is performed.

It is impossible to fulfill these tasks without forming the scope of knowledge of teachers, that is, the culture of singing. The formation of singing skills depends on each child's characteristics and singing ability. Because the child's attitude to music and singing before school affects the quality of emphasis on singing skills at school.

After the requirements of the process of singing a certain song are fulfilled correctly and thoroughly, great attention is paid to the formation of the students' singing skills through the musical direction of the work. For this, it is planned to achieve the goal through the following steps:

- to achieve learning.
- Work on exercises that move from simple to complex. Appropriate use of the acquired singing skills.

From the first stage, teachers are taught how to sing. Of course, it takes into account the sound capabilities (range) and strives for clean and expressive melodies. Special attention is paid to soft singing and correct pronunciation and free singing. For this purpose, proper movement of the mouth and jaws is ensured. In order not to bore the students, it is necessary not to forget to mix singing with listening to music. In the implementation of the first stage, it is the environment that ensures the interdependence of these skills of the music teacher.

The goal of the second stage is for teachers to carefully provide and create brightness, to provide brightness in voice timbre and to improve harmony in sounds. For this purpose, various exercises or gammas are used. Also, work is carried out on the ways of correct distribution of breath and full formation.

Therefore, both stages are aimed at the formation of singing skills in teachers, the purity and expressiveness of the sonority, the strengthening of the sound production method, the effective increase in the quality of the sound timbre, and the significant expansion of the range, the pronunciation calls for it to be true and clear.

Singing skills formed in both stages are further strengthened in the third stage. Because during this stage, students are careful and they will have a deep musical feeling and understanding, and they will master the correct ways of singing a song. Therefore, by this period, it is appropriate to directly use some exercises that include large jumps of sounds. The result of this is that it affects the students' singing skills. The control of the student's strength in the order of the breathing rate leads to expressiveness, emphasis and pronunciation in singing.

Song and short singing exercises are also very important in the formation and development of singing skills. For this purpose, it is useful to repeat the exercises frequently and introduce students to sing in groups. Studying a piece of music in small pieces will give good results. To do this, it is necessary not to deviate from the general character of the song, to keep the interrelationship and consistency between the sentences. It should not be forgotten to pay special attention to the fact that the students listen to each other while performing the song, and in some cases, to give an understanding of how to listen to solo and group performances. It is known that teachers cannot freely analyze a piece of music, or they find it difficult to use the results obtained in the first exercises in the next exercises. They do not understand the connection between singing skills. In such cases, there are many difficulties in the effective course of the lesson and in singing a certain work in quality. For this reason, it is necessary to use the method of "re-singing exercises" among students. There are 2 conditions of this method, both of which are related to each other.

First, the student should have a thorough and accurate knowledge of what to do when singing and what positive result he can achieve. and also to know what mistakes were made. In this regard and in the next exercises used, it should be aimed directly at eliminating these mistakes, correcting them, and singing cleanly and clearly. In order to fulfill the first condition carefully and correctly, we should pay attention to the dependence of the teacher's literacy process on the singing process and the logical compatibility of both activities. The careful fulfillment of the second condition depends on the fact that the re-singing exercise is aimed at a certain goal. It can be seen that the direction of both conditions is inextricably linked with the goal of the 3 stages mentioned above. Effective implementation of these 3 stages in the formation of singing skills requires the teacher to pay attention to the following;

- A) Taking into account the individual characteristics and capabilities of each student;
- B) achieving students' sense of harmony;
- C) wide use of national musical instruments familiar to students;



D) students who are not used to music in the course of the lesson will be divided into 3 groups, taking into account the ability of the children, starting from the first 2-3 lessons.

While working on small exercises, individual musical abilities and possibilities of children are identified and studied by the student. In particular, children's attitude to music, possibilities of the vocal cords, breathing ways and singing expression are studied. It is advisable to divide children into three groups for proper formation of these characteristics. To develop children's ability to feel harmony, the teacher should first study their pre-school musical education. Performing songs familiar to children will give an effective result in feeling harmony.

National musical instruments are directly important in the positive formation of singing skills. But it cannot be denied that European musical instruments also play an important role in this process. Not all general secondary schools of our republic have different musical instruments. Uzbek national musical instruments such as circle, drum, gijjak, tanbur, flute are rarely used in music lessons in many schools. If children know and learn the essence of national musical instruments, their interest in learning our national art and culture will increase. So, if these instruments are used more, the result of the process of formation of singing skills will be positive.

Today, fundamental socio-political changes in our country have an impact on the music education system. Solving the problem of raising a person to become a perfect person in all respects is the need of the times. At the same time, education of young people in the spirit of respect for our national musical heritage and love for the motherland are tasks that cannot be minimized. "Problems of organizing creative activity in music." We came to the following conclusions in our graduation qualification work on the subject.

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