



TEACHING KHOREZM DUTOR MAQOMS IN MUSICAL CULTURE LESSONS

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Annotation: This article is devoted to the analysis of the methodology and didactic significance of teaching Khorezm dutor maqoms in music culture lessons. The article discusses the specific musical dimensions, performance styles and educational aspects of Khorezm dutor maqoms. It also highlights the role of these maqoms in understanding national identity, preserving cultural heritage and forming interest in musical art among young people. The author proposes innovative approaches to increasing the effectiveness of teaching Khorezm dutor maqoms in the process of music culture lessons and summarizes pedagogical experiences in this regard.

Keywords: Khorezm dutor maqoms, music culture, national identity, performance styles, pedagogical methodology, educational significance, musical heritage, innovative approach.

Introduction:

Music is a unique art form that reflects the most delicate feelings of the human psyche and connects cultural heritage between generations. The cultural and aesthetic thinking of the people is reflected in their musical works, especially in maqoms. Khorezm maqoms are a vivid expression of such a rich heritage, distinguished by their unique melodies, epic themes and deep philosophical content.

Today, conveying and teaching the art of national music to the younger generation has become one of the urgent tasks not only of artists, but also of educators. Khorezm dutor maqoms are a unique school that reflects not only the inner world, historical values and aesthetic world of the Uzbek people, but also the inner world, historical values and aesthetic world of the Uzbek people. Including them in music culture lessons is an effective way not only to develop students' musical abilities, but also to instill in them a sense of national identity and respect for the cultural past.

Therefore, the article discusses the methodology of teaching Khorezm dutor maqoms in music culture lessons, its importance and pedagogical possibilities. These maqoms, distinguished by their elegance and complex structure, are an incomparable tool for introducing the younger generation to the art of music and developing their creative abilities. Today, the need is such that we need not only to preserve this rich heritage, but also to develop methods for teaching it to future generations in a thorough and systematic manner in the educational process.

Methodology:

Teaching Khorezm dutor maqoms in music culture lessons includes not only mastering the performance technique, but also understanding the historical and cultural significance of this art. In order to effectively organize this process, it is necessary to carefully develop methodological approaches.

First of all, it is important to take into account the age characteristics of students, their musical level and interests. Traditional approaches to teaching maqoms should be combined with modern pedagogical technologies. For example, at the initial stage, it is effective to provide students with information about the history of Khorezm maqoms, the process of their creation and musical structure using visual and audiovisual materials. This will arouse their interest in the topic and help them understand the cultural significance of the maqom being studied. It is also recommended to use an integrative approach in the process of teaching maqoms through practical performance. For example, while teaching students the techniques of playing the dutar, they can be offered to listen to and interpret folk epics or poetic works that are relevant to the themes of the maqoms. This method, while forming students' musical perception skills, develops their artistic thinking.

Interactive methods, in particular, the organization of group performance exercises or musical competitions, also increase the effectiveness of lessons. In the process of working in a group, students not only learn to perform maqams, but also learn the skills of joint creativity and communication. At the same time, teaching maqams can be made interesting and dynamic through a gamification approach. For example, lessons can be enlivened by using game methods such as having students compare maqam melodies to well-known folk melodies, write them on notes, or identify musical errors in performance. The methodology for teaching Khorezm dutar maqams is of great importance in preserving cultural heritage and passing it on to future generations. In this case, the use of interactive and innovative methods aimed at developing skills such as performance, listening, and analysis serves to fully develop students' musical abilities. Thus, the lesson process creates a favorable environment not only for education, but also for upbringing and creative development.

Discussion:

The issue of teaching Khorezm dutar maqoms in music culture lessons covers not only didactic approaches to the educational process, but also an important direction in promoting national values. Practical and theoretical research conducted on this topic shows that maqom art is an important tool in forming national identity in the younger generation and developing their artistic taste. However, a number of problems and prospects should be discussed in this regard.

First of all, one of the main difficulties encountered in the process of teaching Khorezm maqoms is the lack of sufficient interest of the younger generation in maqom art. The reason for this is mainly the popularization of modern musical genres and their widespread distribution among young people. Therefore, to arouse this interest, educators should use a creative approach, organize lessons in a lively and interesting way. For example, by showing methods of performing maqoms in combination with modern musical works, the universality of maqoms can be demonstrated.

In addition, technical aspects are also important in learning maqoms. Perfect mastery of the dutar playing technique helps the student achieve freedom in performance. However, since this process is long and laborious, increasing students' motivation for this art is the main task of the teacher. To achieve this goal, it is necessary to encourage students' successes, set small but clear goals for them during the performance process, and recognize their achievements. Learning maqoms requires not only understanding the performance technique, but also their content. Conducting open discussions with students about each melody of the maqom, its content, historical aspects, revealing the lifestyle, customs, and worldview of the

people through the content of the maqoms allows for a deeper understanding of this art. At the same time, it is possible to develop musical thinking by conducting conversations about the poetic content of maqoms and connecting them with classical poetry. Teaching Khorezm dutar maqoms in music culture lessons not only helps to improve musical skills, but also to deepen understanding of national values. By organizing this process in a systematic, creative and interesting way, we will achieve strengthening of cultural identity in the younger generation, forming in them feelings of respect and reverence for art. This serves as a reliable guarantee of preserving national culture not only for one generation, but also for the future.

Conclusion:

Teaching Khorezm dutar maqoms in music culture lessons is an important task that serves the noble goals of not only education, but also upbringing. These maqoms reflect the rich historical and cultural heritage of the Uzbek people, each of their melodies, each rhythm is an elegant expression of our national values. Therefore, conveying this art to the younger generation is not only a means of improving creative skills, but also an important aspect of ensuring their spiritual maturity.

In today's era of globalization, the preservation and development of national musical art and values is of great importance. By teaching the younger generation Khorezm dutar maqoms, we not only develop their musical skills, but also form in them a sense of national identity, respect for their culture and history. This is an important foundation for their competitiveness with global cultures.

Also, the process of teaching maqoms requires creative and modern approaches. It is important to combine traditional methods with innovative methods, to convey the complex melodies and techniques of maqoms to students in an interesting and understandable form. By increasing the activity of students in the lesson process, involving them in creative research, we can increase the effectiveness of music education.

In conclusion, teaching Khorezm dutar maqoms is not only a task of preserving cultural heritage and passing it on to future generations, but also a step towards bringing our national art to the global arena. In this process, the creative approach and responsibility of each teacher are of decisive importance. Because only a generation familiar with music and loving culture can preserve the values of its people and demonstrate them to the world. To achieve these noble goals, the introduction of Khorezm maqoms into music culture lessons is of great importance.

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