The basics of forming students' sense of social partnership through music

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Abstract: Music always has a meaning that is revealed through musical images. These reflect natural landscapes, events and situations in social life, the inner spiritual world of man. The role of music education in the development of a child's personality is invaluable. Teachers of music culture have a special responsibility to increase the effectiveness of teaching this subject, to pay attention to the presence of the individual in the center of education.

Keywords: Music culture, art, instrumental, orchestra, tour, genre, style, singing, bench, waltz, march

Introduction

This attitude is strengthened in the minds of children independently. However, the heads of families themselves are made up of people of different nationalities, religions and worldviews. The main task of secondary schools is to guide children from different walks of life and to instill in them a spirit of social cooperation.

Main part

Social partnership is a philosophical concept that ensures the unity of people and groups with different views and opinions regarding a common goal. Conscious unification of students with different views on the new goal will ensure the peace of our country and the consent of our people, the sustainable development of our society, and each of them will be interested in this harmony. Every teacher who sets himself the task of performing a responsible task, for example, teaching the younger generation, is responsible for achieving this single goal, regardless of what subject he teaches.

The role of the music culture teacher is especially important in bringing students together to achieve a new goal and instill in them the benefits of social interaction. No science can unite students like a music lesson. After all, music requires harmony. In particular, singing together requires all students to focus on a complex mechanism such as focusing on one point, breathing together, starting, continuing, and ending the performance as a whole.

Insufficient breathing can lead to interruption of musical sentences. Singing too slow or too fast can disrupt the rhythm ensemble. Failure to reproduce sound at the same pitch results in imbalances in dynamic tones.

A little carelessness can spoil the timbre of the performance. If any of these shortcomings are allowed, the word will be distorted. It should be noted that performing a piece that meets all the requirements for a group performance does not in itself give students a sense of cooperation. The teacher should also be able to direct the attention of students to social interaction based on the ideological content of the work. For this, the following conditions of cooperation must be met. First, advanced ideas that embody the highest goals and objectives of education will become a science that drives national development. Second, it is important for national development that every social class or group in society aligns its programmatic goals and practices with these ideas. Thirdly, the main principle of this process is that every person, regardless of social goals, worldviews, beliefs, considers himself responsible for the
implementation of national ideas that reflect the priorities and interests of society.
Within the framework of the forms described above, the music teacher will have to be able to give him content based on the capabilities of his or her subject and determine what constitutes the content of social interaction among students.
One of the most convenient ways to teach students to think independently and creatively in music lessons is to perform and compare in music lessons. For this, the music teacher must conditionally divide the lessons into groups, taking into account the influence on the education of students, taking into account the attitude of students to musical science. From this point of view, the lesson consists of: independent listening, musical literacy, and performance and comparison. Execution of the submitted work is performed by the student. Student performance is compared with the performance of the model, and strengths and weaknesses are analyzed. This approach to music education encourages students to think independently about the work being studied, to be creative in the performance of a piece of music.
By teaching music students to think independently and creatively, developing ways and means to step through this process, you will improve the quality of your music lessons.
Music lessons are activities: listening to music, singing, learning to read and write, dancing and rhythmic movements, the logical interweaving of musical creativity on a specific topic and instilling ideas in the minds of students. According to the requirements of modern pedagogy, an idea that can be instilled in students can be accepted not only as a listener, as shown directly by the teacher, but also by classmates and the teacher. Analyze it collaboratively to ensure that the idea is correct and vital in conversations and discussions with others, in order to analyze its various aspects, synthesize metaphors and draw your own independent conclusions. Thoughts and ideas, the viability of which is confirmed by such a transparent process of analysis, are based on the confidence and conviction of the reader. Since the students will engage in social interaction during the lesson, it will be necessary to run all information systems that will help them develop their musical knowledge and skills.

**Conclusion**

It is concluded that with the effective conduct of social cooperation in the minds of students, all innermost feelings are manifested - love for the Motherland, devotion to our national musical values, attitude towards interethnic friendship, striving for honest work and a certain musical profession, parents, relatives - allows you to instill a sense of respect for the seed, teacher and classmates. It helps them to define their place in life and develop a desire to be honest in school, childhood and human responsibilities in general.

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