Characteristics of Music Culture Lessons

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Abstract: In the course of the articles music culture lessons, music in the course of independent
lesson activities, artistic study and performance literacy of musical works, composition of high
and low relationships of musical sounds, literacy analysis of works related to singing and
listening to oral methods of teaching tasks and music lessons based on the impressions students
receive from everyday life and musical experience.

Keywords: music culture, student, teacher, method, musical works, musical literacy, tune,
register, tempo, rhythm, dynamic sign.

Introduction: Due to the correct implementation of music culture, a person develops certain
musical knowledge, understanding, skills and abilities, which in turn form the musical and
spiritual outlook of a person. A person's musical culture is manifested in a set of qualities such as
ability, knowledge, skills, ability to evaluate musical works, and serves as a factor of spiritual
growth. Therefore, it is appropriate to start this type of education from the family first of all.
Later, this process is improved in secondary school, secondary special and higher stages of
education. Of course, the science of the methodology of teaching music at school serves as a
basis for the composition of musical culture. This course also means that it has a unique
historical significance in the field of musical work with children. It is clear that only a
methodology that has a solid scientific basis, is widely used and tested, and is constantly
improving.

Literature review: A music teacher should know the characteristics and capabilities of students
of each class. It is known that "methodology" is such a part of pedagogy that, on the basis of
didactic principles, with the help of a method, the educational process is carried out
appropriately and its general and special tasks are solved. For example, how to achieve the
educational effect of music, to arouse the interest of students, to organize listening to music for
students of junior and middle grades, and to achieve the skills of active perception of students.
At the same time, the methodology also covers specific issues. In the methodology of music
education, it is emphasized that the educational process, like any social activity, requires
systematic and scientific management.

Music is a form of art that reflects human emotional experiences, thoughts, imagination through
the consistency or set of musical sounds (tones, melodies). Its content consists of certain musical
artistic images that express changing mental states. Music embodies various human moods (for
example, elation, joy, pleasure, observation, sadness, fear, etc.). In addition, music vividly
reflects the will qualities of a person (perseverance, aspiration, thoughtfulness, restraint, etc.),
and his nature (customer).

In the content of musical works, artistic ideas are given as a generalization and are formed in the
process of mutual relations of musical images (such as comparison, conflict, development).
According to the characteristics of this process, the content of music can have different - epic,
dramatic, lyrical characters. Of these, lyrics that tend to express the inner world and mental states
of a person are much closer to the "inner" nature of music.
The content of music is a unity of personal, national and universal artistic values, which summarizes the spiritual freshness, speed, social thoughts and experiences of a certain nation, society and historical period. Musical forms meet the spiritual and educational requirements of each era, and at the same time, they are common to many aspects of human activity (certain collective events, ethical and aesthetic interaction of people, communication processes). The role of music is especially important as a means of forming the moral and aesthetic taste of a person, developing emotional feelings, and stimulating creative abilities. Like speech, sound signaling and other sound-meaningful processes, music has the ability to express certain information through sounds. In particular, music is similar to speech (speech intonations) in terms of high-low, thin, thick, long, short, strong, and the ability to express the inner state of a person using other means. However, as an art form, music differs from speech in its unique features (for example, it aims at artistic-aesthetic goals, content and form are recognized as artistic values, especially the organization of musical sounds in certain musical systems).

**Discussion:** Although each individual musical sound has a primary expressive potential, the high-low relationship of the musical sounds is reflected in the scale structures, and the temporal ratios are reflected in the musical rhythm and meter. In the musical culture of most peoples of the world, including Uzbek musical folklore, traditional music and compositional creativity, diatonics in various forms form the basis of the scale.

In the process of music culture lessons, music literacy is used to perform artistic study and performance of musical works on the basis of literacy in the course of independent lesson activities. The content of music literacy will gradually shape the students and expand and deepen the scope of their knowledge. In this way, the educational function of the music literacy class is performed, the main basis and pedagogical goal of the music literacy (activity) is realized through the literate analysis of works related to singing and listening. They are taught to students based on their daily impressions and musical experiences. Music literacy is taught in the following stages.

1. Teaching children's attention to musical expression tools, melody, register, tempo, rhythm, dynamic signs.
2. Knowledge of the rules of sound tuning and singing, teaching to follow the rules of clapping and playing musical instruments.
3. Music creators: "composer", "performer", "listener" information about the content of the topic and the authors of the studied work is carried out through music literacy.

Listening to music is the main factor of music culture lessons. Because the sound of music is consciously perceived, its character and content are consciously mastered. Based on the students' life experiences, each piece of music reflects knowledge, feelings and thoughts. No matter what activity we take in the music lesson, it starts with listening to the music and understanding the music, and it affects the psyche of the students, so listening to music is the leading activity of the lesson. The artistic and ideological content of each piece of music listened to in the lesson depends on the content of the lesson and adheres to the principles of scientific continuity and consistency. Listening to music is carried out in several stages:

1. Drawing students' attention to the musical work and the teacher's introduction.
2. Listening to the work performed by the teacher or on magnetic recording.
3. Simple musical and artistic ideological analysis of the work through conversation.
4. Re-listening to the work as a whole and holding a final discussion about the general impressions of the students about the work.

**Methods of listening to music:**

2. Practical method: - to increase students' interest in the musical work, to explain it in connection with their life experience and to activate their attitude to the musical work.

3. The method of comparison: - in which the genres of works, performance characteristics, tempos, contents are compared, it helps to develop musical taste. The 5 activities of the music lesson (singing in a choir, reading music, listening to music, performing movements to music and accompanying children's musical instruments) are organically connected, and it is desirable to achieve a logical unity.

4. Verbal methods: - the teacher illuminates the content of the listening work by connecting it to the children's lives. Depending on the content of the work, the author tells an interesting story about the history of origin.

In the course of the music lesson, these students are transferred in the following order: the first row is for those who rely on the teacher's voice to sing, the second row is for students who have no musical education and do not have good musical skills, and the third row is for those who are talented and have a sonorous voice. children are held. In this case, the students in the second row try to sing beautifully, listening to the music and following their voices.

With this method, students can improve their musical education. After school, some children who have no musical education are given tasks, their voices are adjusted, and songs are taught separately. In this way, all students' interest in music, singing, passion for listening to music, ability, musical education, and singing skills are formed.

Raising a perfect generation is an important task facing the education system of our independent republic. Therefore, it is necessary to use all opportunities to further improve the work of teaching musical subjects, as well as to increase its effectiveness. In particular, it is necessary to think about which of these possibilities is the best result. As we know, the lesson of music culture taught in secondary schools is not only the basis of the expansion of students' knowledge and worldview, but also requires the growth of their abilities, creativity and performance skills. Because these lessons are taught on the basis of more practical activities, that is, live actions. This requires not only deep musical knowledge and a broad outlook, but also high performance skills from the teaching pedagogue. Every piece of music performed by the teacher serves as an exhibition for the students. In the course of the lesson, students will learn from the pedagogue the technique of using the voice, the creation of national melodies, the burro pronunciation of words, intonation and other unique secrets of singing.

Music has a great positive effect on the intellectual and moral development of children. That is why music lessons are first of all educational lessons. The name of the science is not only the method of teaching music, but also the method of music education. A music teacher should improve his musical and theoretical knowledge in order to teach in the content of the new program. Today, music plays an important role in the formation of a person, actively affects his emotions and psyche.

Results: One of the main tasks of comprehensive schools is to introduce students to the world of sophistication and provide spiritual education. In this, the teacher introduces the children to a certain piece of music, performs it expressively, "lively", draws the students' attention to the piece, develops their speech, thinking ability, expands their worldview, emotional feelings. it also actively affects the emotions. The content of music lessons includes not only mastering, but also the development of students' mind and attitude to reality, formation of aesthetic culture and formation of other inner feelings.

The teacher's creative approach to the lesson is important and aims at several tasks:

- search for new methods and tools in music education;
- expressing the organic connection between letters and art.

In order to achieve these goals, the teacher should prepare seriously, work tirelessly on himself,
i.e. go to scientific literature, new programs, fiction, theater, museums (relentlessly) to improve the ways of raising his consciousness. necessary. It is important that the classroom where music lessons are conducted is tastefully furnished. It should be equipped with technical tools, methodical visual aids, a piano instrument and Uzbek folk instruments, using a new program, drawing up lesson plans and supporting new technology. Thus, it is required that the purpose and content of all the activities of music lessons should illuminate the contents of the lesson and connect all parts of the lesson with each other [1, B.14].

The music lesson is different from other lessons due to its artistic, interesting, and it arouses children more creative pleasure, emotional feelings and figurative experiences. Therefore, the music lesson is, first of all, an educational lesson. Music classes differ from other classes with the following specific features. It consists of various activities related to music theory and performance, vocal and choral training, musical literacy, listening to music, playing children's musical instruments, performing rhythmic movements.

- 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, and music is expressed by means of melody created in musical sounds. If we perceive the above types of art through sight and hearing, we can express music only by listening attentively, that's why even blind people have grown up to be accomplished musicians.

- Music is an art connected with a precise measure of time. Therefore, if we do not tune in to the tempo of the music being played and listen carefully to every element of it, we will not be able to perceive the piece perfectly. When we listen to the classic work again and again, we feel its new artistic aspects.

- Music has an active emotional impact on children, makes them happy and creates creative experiences. From good, meaningful and interesting music lessons, children have fun, get artistic nourishment, and come out cheerful and happy. Therefore, the music lesson differs from other subjects with its active psychological influence.

Also, the music lesson is closely related to other subjects. Fine arts, literature, mother tongue, mathematics, history, pedagogy, psychology, vocal, rhythmic and others. These help to connect the music lesson with life, make the lesson meaningful and interesting. Music class differs from other subjects with its mixed class type. It is known that each era or time has its own spiritual world based on its level of development. The needs of the society, the worldviews that suit the taste are formed in proportion to the mother earth. The new way of thinking, attitudes and worldviews formed due to our independence laid the foundation for our unique national independence idea. This is a sign of the spiritual perfection of the future great country. Today's main demands are to be independent in every field, to restore our national values and to operate within the framework of world standards. We can see this in the rapid development of our musical art and the spread of mass musical forms among our people.

When choosing teaching methods, it is important to analyze the content of the educational material and the creative thinking of learners, their perceptive abilities, life experience, and their ability to adapt to real activities. Informative-developing methods of teaching include methods in which students receive educational information in a ready-made form or the teacher's presentation:

- lecture;
- telling stories;
- explanation;
- conversation;
- a book;
- includes independent work.
Implementation of pedagogical technologies and achievement of systematic implementation based on a specific goal and project.

In connection with the organization of innovative activities on a scientific basis, the most important thing in introducing advanced pedagogical technologies into the educational process is to take into account the readiness and interest of students in this activity and to choose the necessary technology.

**Conclusion:** In conclusion, it should be noted that a person's musical culture is formed not only by the influence of school, but also by the family, mass media, and the system of social relations. At the same time, it is natural that the school plays a decisive role in the formation of the musical interests and abilities of schoolchildren, in the formation of the foundations of musical culture in them. Music teaching methodology is based on pedagogy and its methods. The development of methods is related to the following problems: their correlation with the content of music education, the development of students' creative and musical abilities, the possibilities of various musical activities in the development of musical memory and voice, age and individual characteristics of music perception, etc. Including music lessons, optional music activities, extracurricular activities, clubs, holidays, etc. In terms of its essence and content, the science of the methodology of teaching music at school has a unique place in the system of training future music teachers. It is natural that the importance of this subject will increase as music education enters the path of renewal.

**References:**


