

Methods of Developing Musical Thinking in Higher Education Students through Music Culture Lessons

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Annotation: Music education is a tool that leads a person to beauty, it shapes a person's aesthetic and emotional qualities. Human life is unimaginable without the art of music. Art not only nourishes people spiritually, but also plays an important role in their mental development. The art of music is a powerful tool for learning about life and educating people.

This article describes the methods of developing musical thinking for higher education students through music culture lessons.

Keywords: delicacy, thinking, music culture programs, methodology, music literacy, music education, musician, singer.

Introduction. In addition to music culture programs, extracurricular music education is important for the formation of taste. This is because children are involved in mass and extracurricular forms of music education. After all, music education educates a person first and foremost, not a musician or a singer. It introduces the younger generation to the world of music and beauty. Because music has the potential to have a powerful impact on human life and is an important means of moral education. Man gets acquainted with music through the mother goddess and enjoys music for a lifetime. In order to be nourished by music, a person must be highly cultured, have a pure heart and be able to feel beauty. One scholar said, "In order for a person to be a person, he must develop spiritually and feel like a whole person."

Music education is a tool that leads a person to beauty, it shapes a person's aesthetic and emotional qualities. Human life is unimaginable without the art of music. Art not only nourishes people spiritually, but also plays an important role in their mental development. The art of music is a powerful tool for learning about life and educating people.

In music education, the active development of musical comprehension skills, the formation of a sense of love for the beauty of art and the environment, as well as the ability to express their feelings creatively in the language of music play an important role. Active understanding of the beauty of music requires thinking. In the creation and perception of music, one should never refuse to make an intellectual decision. When we listen to music, we not only experience certain situations, but also distinguish, evaluate, and think about the meaning of the material being perceived.

Contemplation is the process by which a being is reflected in the human mind through its analysis and synthesis. Thinking occurs on the basis of practical activity through emotional cognition (feeling, perception) and beyond its limits. Thinking relies on concrete knowledge, evidence, analyzes, compares, generalizes, draws conclusions.

The following types of thinking are described in general psychology: visual-action, visual-figurative and abstract, abstract (general, theoretical). Independence, originality, breadth, conciseness, speed, etc. are individual features of thinking.

Musical thinking is based on musical feeling, musical perception, and is based on sound musical, artistic images.

Musical thinking is the understanding of the specifics of musical culture, the specific, intellectual process of knowing the laws, and the work of musical art.

The specificity of musical thinking depends on the development of musical ability, as well as the conditions of the musical environment in which a person lives and is brought up. It is worth noting the differences between the musical cultures of the East and the West.

Demonstrative thinking in the art of music can include the activities of performers, educators, educators. Visual thinking is related to the nature of the listener's perception. Abstract thinking is related to the work of a composer, a musicologist.

In connection with the uniqueness of the art of music, we can distinguish another type of musical thinking - creative thinking. Many years of pedagogical and psychological research have shown that man is not born with ready abilities, but with buds of talent. The full formation of these talent buds depends on the content, methods and tools of education.

Heredity is not the main factor determining customer ability. In fact, the composition of talent depends on certain objective reasons. A child's intelligence, inclinations, and interests play a leading role in this area. After all, people who are sharp-witted, observant, and imaginative develop talents. Because these qualities encourage you to learn a lot, to think independently. As you know, imagination is based on memory, reality is based on events.

Therefore, memory and imagination are very close. The knowledge and ideas accumulated in the student are further enriched by memory. Good memory develops students' creativity. In order to develop the talents of students, it is necessary to acquire a thorough knowledge. After all, creativity begins with the creation of something new, an idea, a goal. It is this thought and idea that is put forward as a result of knowledge. This means that the interest and desire to learn helps to develop a level of creativity.

Creative thinking refers to thinking that adds novelty, uniqueness, and irreversibility to the elements of thinking. According to the creative element, thinking is divided into convergent and divergent thinking. Convergent thinking refers to thinking when the solution to a problem is only one, while divergent thinking requires a person to come up with several solutions to a problem or issue at once. It is when such creative thinking is in divergent form that it becomes the basis for creative flight, for the discovery of innovations.

Musical thinking is directly related to the birth of an artistic image. The artistic image in a musical work

consists of a unity of material, spiritual and logical origin. Note to text, acoustic dimensions, melody, harmony, metrorhythm, dynamics, timbre, register texture; mood, imagination, expression, will, emotion to the spiritual beginning; the logical beginning includes form, genre, content. A composer, a performer, a listener can have musical thinking only if he has the beginning of all these musical images in his mind.

The individuality of musical thinking can be traced to the way in which a particular composer or performer expresses his or her musical ideas. Every artist has a unique identity, even if he works within the direction of the direction recommended by society. There are different perspectives on teaching creative thinking and creativity to music students in different methodological sources. For example, some experts believe that in order to form creativity, it is important to develop children's ability to comprehend knowledge and teach them to draw the right conclusions from various scientific literature. An important aspect of this theoretical approach is that it can be used in all types of music lessons.

Thinking in musical activity depends mainly on the following aspects: the image structure of the work - the possible mood and thinking about the ideas behind them: the musical texture of the work - the development of ideas in the harmonic structure, melody, rhythm, texture, dynamics, agogy, thinking about the logic of formation: to find the perfect ways, methods and means of combining thoughts and emotions on a musical instrument or note paper.

Musical creativity activities are important for students to develop musical thinking, research, and creative skills. One of the most convenient ways to teach students to be creative in music lessons is to use the method of performance and comparison in music lessons, which is done as follows. To do this, the music teacher should conditionally divide the music lessons into groups, taking into account the impact on the education of the student. Students' attitudes toward music should be taken into account when grouping music lessons. From this point of view, the lesson consists of listening to music, then music literacy, and

performance and comparison. Especially during the performance and comparison phase of the lesson, the student's knowledge of the topic is tested. The work is performed by the student. Student performance should be compared to sample performance, with emphasis on strengths and weaknesses. This approach to music education encourages students to work on themselves, to think independently about the work being studied, and to take a creative approach to the performance of a piece of music.

Musical creativity is very important to focus on gifted and talented students in the classroom and to meet their artistic needs. Timely display of talent depends on training and support. A clear analysis of the abilities of young people is necessary for the manifestation of talent, taking into account the specific qualities of the child, the effective development of creative abilities. The levels and stages of skill development will depend on the new relationship.

A certain level of musical ability can be formed in any student. This is developed in the context of organized music education and training process.

In order to develop the musical abilities of students, to consciously stimulate their talents and abilities, to create conditions for excellence, to further increase their attitude to the art of music, to participate in various art events, Olympics, art festivals, competitions, meetings.

Musical activities include creative activities such as ringing a circle around a music teacher's performance, "conducting" a class performance, finding actions that match the suggested melody, and "starting" a melody for a given piece of poetry.

When a music teacher plays a piece of music, partnering with the circle begins with learning to clap to a melody. The child, who is accompanied by a clap, then learns the percussion on percussion instruments such as a spoon, a saffron, a sharpener, and then slowly learns the percussion with a circle and tries to join in the performance.

Music lessons are characterized by specific activities: listening and analyzing a piece of music, singing, performing under music, and creating music. In the

course of the lesson, these types of activities are indistinguishable from each other because they are interconnected, sometimes intertwined. Understanding music is the basis of all student activities in the classroom. Understanding music is necessary for a full understanding of the life around you, because ultimately the ability to delve deeper into the essence of the work of art and the aesthetic thing in life contributes to the holistic development of the school student's personality.

Music lessons provide a sense of the joy of musical creation, the ability to enjoy the ethical and aesthetic content that a composer or folk has added to a piece of music. All the interrelated types of creative activities in the classroom are effective.

While the song is being played, the teacher usually sings with a hand gesture, showing the strong contribution by moving the hand downwards and the weak contribution upwards. And children can show their talents by "conducting" other works in the same way. The teacher who watches the children's movements should explain to the students the work of the conductor, which requires a lot of reading and a good musical knowledge.

The teacher can ask talented children who can sing attractively to sing or recite a small poem. Some gifted children can "start" a new melody to this piece of poetry or sing a song they have learned before to the music. This is also the case with talented children in the movement with music.

Sometimes at a class concert or a school holiday event, any gifted student can "lose" themselves on stage in public and secretly forget the lyrics or dance moves. In this case, it is the ability, talent and creativity of the child to be able to get out of the situation by immediately weaving the text of the song during a musical pause or creating a dance movement.

It should be noted that although independent thinking is an individual trait of a person at a glance, this trait develops only in society, when the environment between people is good. That is, if many questions are asked by students, appropriate answers are encouraged, personal opinion is encouraged, the teacher's opinion is asked of each student's opinion on

a particular issue, and their own factors such as the approval of timely responses are among the conditions for creative thinking. There are many opportunities for students to develop creative thinking skills, especially in a group setting. This is because group collaboration has a positive effect on the growth of cognition and memory, speeds up the thinking process and makes the activity more efficient.

The future of any independent state depends on the development of science and technology, science and education, as well as the education of mature national personnel.

That is why our independent state pays great attention to the development of science and education, the training of potential national personnel. In particular, the identification and development of hidden opportunities in the minds and thinking of children, which, in addition to the successful mastering of educational material, also prepares students to solve life problems, the learning process in students and the educational process. formation of interests. In order to achieve these goals and objectives, it is necessary to pay close attention to the effective organization of students' learning activities and the development of their thinking.

It is well known that cognition is the reflection of reality, including the phenomena of consciousness, in the human brain in the form of subjective, ideal images.

Cognition is a complex, conflicting process that takes place at different levels and forms. Its first stage is sensory cognition with the help of human sensory organs. At this stage, information is obtained about the external properties and relationships of objects and events, that is, about the signs that appear directly on their outside and therefore can be felt directly by people.

Thinking is the process of reflecting objective reality in the mind and is a tool for knowing the environment, social events, reality, as well as the main condition for the implementation of human activities.

It is a higher cognitive process that reflects reality more fully and accurately than intuition, perception,

and imagination. Man is distinguished from other beings by his thinking, speech, and conscious behavior. It determines the validity of things and events that it reflects, perceives, imagines, and determines whether or not the judgments, concepts, and conclusions it makes are true.

Through human thinking, he generalizes and directly reflects reality, understands the most important connections, relationships, features between things and events. Consequently, man has the ability to predict the occurrence, development, and consequences of social events and phenomena based on certain laws, laws, and regulations.

In the process of thinking, a person develops thoughts, opinions, ideas, hypotheses, etc., and they are expressed in the mind of the person in the form of concepts, judgments and conclusions.

Concept, judgment, and conclusion are forms of thinking, and judgment is the affirmation or denial of something about something.

Thinking activity in a person usually takes the form of discussion. Discussion is a "chain" of interconnected judgments, but in this "chain" some of the judgments are not just one after the other, but also relate to a particular thing (or issue) of thought. 'Iana goes. This makes the discussion systematic, specific, and logical. According to the purpose of thought processes, judgments can be sequential (related to each other) in such a way that new judgments appear and are formed in the order in which judgments come.

Inference is a historically logical form of thinking in which a new judgment is drawn from one or more known judgments by means of this logical form of thinking.

Thought is a spiritual, moral, human quality that reflects a person's activity, ability, power and knowledge.

Thinking is a process similar to reading, writing, speaking and listening.

The idea is to prepare two sciences in the mind to form the third science. Hence, the purpose of preparing the two sciences in the mind is to attain the third science

called contemplation. The benefit of contemplation is the multiplication of knowledge and the attraction of non-formed knowledge.

If another science is formed from another science, and this is combined with another science, then a different result will emerge. Thus the inherent fruit of thought is science.

Specific motives of cognition include the forces that motivate and motivate thinking activity, the interests and motives that manifest the needs of cognition.

Non-specific motives, on the other hand, are more or less influenced by external causes. For example, a student prepares a lesson not because he wants to learn something, but because he is behind the obligation to meet the demands of adults or because he is afraid of being left behind by his peers.

Thus, a person begins to think under the influence of one or another need, and during his thinking activity, the need for deeper and stronger knowledge arises and develops.

Thinking is goal-oriented. When in the course of life and practice a person has a new goal, a new problem, a new situation and new conditions of activity, it is necessary to think first.

The fact that we have to solve the tasks we need to know and various practical tasks leads to a form of thinking called creative thinking. Creative works, discoveries, inventions, proposals are the product of creative thinking. Creation is the activity of man to create new material and spiritual goods. It is actively attended by human thinking, memory, imagination, attention, will.

Creative thinking is a complex mental process. Examples of situations in which the answer can be found by asking questions about the simple elementary processes of thinking, as well as the direct understanding of speech in our daily lives. The process of creative thinking consists of several stages.

Creative thinking is a complex process, in which the question is followed by the task, and then the task, the problem-solving process, that is, the search for answers to the questions.

The task, the problem is a question that needs to be solved. The stated task also includes the goal. The goal is to find the unknown. Expressing a problem in a complex process of thinking is often a complex activity. It is necessary to take into account what is known and unknown, to take into account the situation in which the problem is solved, to understand the importance of the problem being solved.

The next step in the thinking process is to look for the answer, to look for and apply the ways, means, rules, and methods that lead to the solution of the problem.

The material needed for creative thinking is often derived from fantasy. For example, many of our concepts are based on imagination.

Imagination influences the breadth and productivity of thinking and gives it a creative tone. In people with poor imagination, thinking takes place within the limits of their experience and knowledge. It differs in the inefficiency of thinking, in not inventing anything, and is often limited to thinking about superficial and trivial things. Therefore, the development of a broad, strong and realistic imagination is one of the most important conditions for the development of creative thinking. Creative thinking is inextricably linked with creative imagination. Therefore, in practical work, a person finds the answers to many questions with the help of imagination. Various assumptions, hypotheses, scientific hypotheses, discoveries are also realized with the help of imagination.

Creative thinking differs from other thinking processes by its efficiency, relevance and universality, it is a necessary process in thinking of new problems, problem solving and plays a leading role in human cognitive activity.

In the process of creative thinking, a person relies on the help of others to solve a problem. In some cases, when solving a problem or task, creative thinking takes place in interpersonal communication. Communication, on the other hand, consists of logical means such as exchanging ideas, talking, discussing, arguing, proving, proving. The history of the development of science shows that great scientific discoveries, philosophical observations, most of the scientific theories were seen by great people as the

product of social thinking, as a result of collective thinking. Hence, creative thinking enriches reality with an element of novelty as a result of the systematization of the intellectual masterpieces of generations.

The process of creative thinking is inextricably linked to the acquisition of new knowledge over existing knowledge. The main goal of the modern educational process is not only to equip the student with knowledge, but also to teach them to think. This process is as follows:

First of all, the problem that needs to be solved first of all in the activity of thinking must be identified by the person. If a person has no problem or problem, then he is not thinking about anything, which means that there is no problem in front of him. The more accurate and complete information a person has about a problem to be solved, the easier it will be to find rational ways and means to solve it. To do this, problem solvers must first understand the nature and content of the problem, and first examine its conditions. Only then will they not be in a hurry and will find the right solution without hesitation.

Second, they strive to apply all the knowledge they need to solve a problem or issue. To do this, they make effective use of the experience, situation and methods encountered in their personal experience.

Third, the stages of problem solving are estimated, hypotheses are developed, different options are considered, imaginative comparisons are made, and the most effective symptoms are identified.

Fourth, the solution to the problem will be examined. To test it, analog cases are compared. Creative imagination is used extensively, and logical analysis is synthesized using logical methods.

Fifth, if the method of solving a problem does not justify itself or is found to be wrong, it is squeezed out of the object of reasoning and new assumptions, thoughts, assumptions are accepted or invented. Newly found solutions are also reviewed and considered, and then the most appropriate and appropriate ones are selected and discussed.

Sixth, to solve the problem, the student completes the thinking activity by checking it to make sure that the

solution method is correct. After that, the issue is considered completely resolved and thinking about it is stopped.

Independence of thinking means the ability to set a clear goal, new tasks, to make practical and scientific assumptions about them, to imagine the result, to perform the tasks without the help of anyone. It is the mental ability to find different ways, methods and means to solve independently due to one's own mental research without instruction. The creative nature of contemplation is vividly expressed in such independence.

Independent thinking is the ability of a person to acquire knowledge, to master the general skills and abilities necessary to know existence, to apply them creatively in new situations. Independent thinking depends on two aspects: the student and the teacher. A teacher who does not have the ability to think creatively cannot develop independent creative thinking in students. A person can know a storm only if he has the ability to think and draw conclusions.

Targeted selection of pedagogical technologies, forms of teaching, tools and methods focused on the development of individual creative abilities, the continuity of the process of developing creative abilities, the teacher's foresight, predicting the future of the individual and acting accordingly.

To identify the psychological and pedagogical characteristics of students. In this case, the diagnosis means each individual student - his interests, abilities, orientation. In studying the individual psychological and pedagogical characteristics of students, it is important to take into account not only his inner, subjective world, but also other objective factors that affect him.

Targeted selection of pedagogical technologies, forms, means and methods of education to focus on the development of individual creative abilities;

- the choice of pedagogical methods and techniques aimed at identifying and developing the creative qualities of students;
- Divide the lessons into groups, each series of lessons that form knowledge and skills should be

higher than the previous ones, create opportunities for additional work with students who are lagging behind, make students' learning materials more creative. ensuring active mastery and includes others.

Continuity of the process of developing students' creative abilities. This condition is met in class and out of class time. Extracurricular activities include independent performance of creative tasks. It is necessary to take into account the interests and inclinations of the student. This increases the interest in the studied disciplines and develops the ability to acquire knowledge and research independently.

The teacher's far-sighted and predictable future is based on educational standards and requires consideration of scientifically based theoretical, practical and methodological requirements for the educational process. This allows students to clearly identify subjective and objective shortcomings in the approach, the effective use of forms, methods of teaching, pedagogical methods in the development of individual creative abilities.

The effectiveness of the above conditions largely depends on the position of the teacher in the creative process. The main aspects of the professional and pedagogical position of a teacher in the process of developing students' creative abilities are:

Theoretical correct understanding of the essence of the creative process.

Kind, humane treatment of children.

Individual approach.

Formation of creative - "I" concept in students.

Theoretically correct understanding of the essence of the creative process allows students to correctly identify and develop effective creative abilities, purposeful selection of effective methods and tools of education, accurate assessment of the product of children's creativity.

Humane treatment of children:

- to be kind to children;
- belief in the future of every child;
- cooperation, communication skills;

- avoidance of coercion;
- great attention to creative criteria and factors;
- Tolerance of children's shortcomings and shortcomings.

Individual approach. The essence of the new individual approach is that the teacher in the education system should move from subject to child, not from child to subject, taking into account the potential of the student to be developed, improved, enriched. lim should be established.

Individual approach:

- identify the good qualities of the person;
- Regular psychological and pedagogical diagnosis of the person;
- taking into account the characteristics of the individual in the educational process;
- predicting the development of the individual and others.

Conclusion. Based on the above, the magical "self concept" is a system of perceived and unperceived perceptions of the person about himself. His morality is built on this system. In the school years, especially in young children, the concept of I - is the basis for shaping the inner world of the person. The concept of creative self (I like. I succeed. I am the right person) leads to success in education, to the self-expression of a person by virtue, to the development of his creative abilities. That is why it is very important for a teacher to form a concept of creative self in a child from the first school years.

Technologies for the development of creative abilities of students are the process of pre-planned educational work aimed at identifying and developing the creative features of the individual. At the same time, effective methods, techniques and tools for the development of personal abilities are selected taking into account the age characteristics of students.

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