

The Musical Structure of Children and the Nature of their Development

Khojiyeva Zamirahon Quchkarovna

Lecturer at the Department of Music Education, Andijan State University

-----***-----
Annotation: The art of music is a specific type of human activity, the function of which is to provide aesthetic services to society. In this sense, nothing can replace it. Music plays an active role in all spheres of social life. Thus, the aesthetic attitude to reality is expressed both in the musical works created by composers, and in the artistic foundations that lead to work, everyday life and human relations.

The article describes the musical structure of children and their developmental characteristics.

Keywords: Music education, Music art, music, beauty, the outside world, man, art, Uzbek people, musical heritage.

Introduction. Musical education is a tool that leads a person to beauty, it shapes the aesthetic and emotional characteristics of a person. True musical works summarize the aesthetic, moral and political ideas of the time.

Human life is unimaginable without the art of music. Art not only nourishes people spiritually, but also plays an important role in their physical development. Realizing the role of music in the moral and aesthetic education, we must never forget its importance in educating the younger generation. Musical beauty is an important factor in the formation of a person's spiritual image.

Music is not an innate desire for beauty, an aesthetic need. It appeared in man under the influence of labor and the world around him. With the change of the external world, man himself also changed, in which he developed not only physically, but also spiritually. Man's spiritual ability and, above all, his sense of aesthetics were gradually developed and nurtured.

The art of music is a powerful tool for knowing life and educating people. However, the level of his service in education and upbringing depends on the power of aesthetic and artistic influence on a person.

The art of music is a specific type of human activity, the task of which is to provide aesthetic services to society. In this sense, nothing can replace it. Music plays an active role in all spheres of social life. Thus, the aesthetic attitude to reality is expressed both in the musical works created by composers, and in the artistic foundations that lead to work, everyday life and human relations.

Like any art form, the art of music originated in ancient times, when people lived in caves, used stone tools and covered with animal skins. He had a limited spiritual world, poor language, and very vague ideas about the world around him. However, musical works, even if they are in the "wild" state, were created by these ancient people.

Almost all forms of art originated thousands of years ago. Art appeared not only in one place, but on several continents at once, in different latitudes and climates. Very ancient rock carvings have been found in Africa, Spain, on the shores of Lake Onega, and in China. In ancient Greece, the "science of music therapy" was widely developed. For example, the mathematician and philosopher Pythagoras recommended music as a means of healing the soul and body. It is said that Iskanday Zulkarnain also did a lot of work to the sounds of music.

The roots of the musical heritage of the Uzbek people go back many centuries. The monuments that have come down to us thanks to the fascinating fine arts of our ancestors show that Uzbek instrumental music dates back to ancient times.

Excavations at the ancient Afrosiyab have uncovered a statue holding a trumpet. Scholars believe that this statue was created in the III-I centuries BC. According to scientists, the rare monuments, known in science as Ayritosh, date back to the III-IV centuries.

The period in the history of Oriental studies in the VIII-XII centuries, called the "Oriental or Muslim

Renaissance", is the peak of all the developments in the Middle Ages in the East. Abu Yusuf Yaqub ibn Ishaq al-Kindi, Abu Nasr ibn Muhammad al-Farabi, Abu Ali ibn Sina and others were great representatives of this period. According to al-Farabi's *Kitab ul-musiqiy al-Kabr* (The Great Book of Music), the science of music consists of practical and theoretical fields. The first is the performance of musical works using musical instruments. The second studies the origin of melodies and the laws of creation of musical works. According to Farabi, art, including music, is not a divine blessing but a product of human creation. Its task is to be useful to man in improving his intellectual and moral qualities.

Ibn Sina wrote about music in five of his works. This is a section on music in a multi-volume encyclopedia "*Kitab ash-shifo*" ("Book of Healing"). According to Ibn Sina, art, including music, is a science. Hence the essence of art as 'perceiving with the mind' or 'knowing things'. Ibn Sina emphasized the educational nature of music. It focuses on cultivating aesthetic taste through art. The great scientist emphasizes that in order to develop a person in all respects, it is necessary to interact through physical exercises, music and other arts for spiritual development.

Alisher Navoi, the sultan of the realm of poetry, as a man of delicate taste and high intelligence, loved to listen to music and enjoyed it with all his heart. The poet always cared for talented artists, constantly cared for the development of young people. One of the main means of human development is to enjoy the art of music. "A poet who doesn't understand music is a poet," Navoi said. This word clearly shows the essence of the poet's aesthetic views.

The complex historical conditions in the life of the Uzbek people did not allow them to go beyond the feudal norms of culture and life. The simple and spiritual riches accumulated over the centuries have been seized or destroyed by the invaders. Swords and violence have destroyed many cultural treasures of the Uzbek people. Nevertheless, over time, through historical crises, the valuable cultural heritage of the people has reached these days.

In the process of conscious labor, human thinking has improved and developed. Expression of emotions, moods, passions has become the strongest feature of music.

Feelings and moods do not manifest themselves. The source of one's feelings and moods is real life. Depending on the situation, we either grieve or rejoice, our anger increases, or our joy does not fit inside us, or we suffer. Therefore, if music expresses such feelings, then it reflects reality. However, the content of music should not be made up of expressions of certain feelings. Music is also capable of combining ideas.

The essence of the concept of preservation of musical heritage is not only the blind repetition and preservation of the ideas of the past, but also the need to develop it in terms of a conscious worldview and the interests of humanity, critical mastering and reconsideration of creativity.

As a result of the creative study of folk music by our composers, invaluable works of art have been added to the treasury of Uzbek culture. Songs from the heart of a person who is thirsty for beauty are the fundamental basis for the formation of composers' creativity.

Thus, music reflects reality in a separate, unique way, expressing the basic ideas of society and time, the most important things in human relations. Music understands reality on a philosophical generalized basis. In the work of each composer, some feature of the time in which he lives is reflected. The influence of music on people is very strong, because it is a highly emotional art that captivates people's emotions.

Music reveals to the person the previously unknown high feelings, it is able to change a person, to soften his heart, to enrich him spiritually. That is why it is not in vain that music is said to be the expression of all the good qualities of human nature. He who loves music is spiritually enriched, his heart is refined, his spirituality is enhanced.

Courses are the main form of education in the implementation of educational goals in the educational process. The course must meet certain general requirements to satisfy both students and teachers. The course should have a place in the calendar program

and the purpose should be clearly defined. The knowledge, skills, and abilities that need to be developed during the course should be identified. At the same time, it is important to determine the level of knowledge, skills and abilities to be achieved during this course. The methods used in the lesson, the set of tools should be clear in advance. Another didactic requirement for the course is that the teaching material should be systematically easy-to-difficult, simple-to-complex, taking into account the age characteristics of the students. Organizational requirements for the course:

There should be a clear lesson plan based on the topic (calendar), the lesson should start and end on time. Logical consistency, completeness, and conscious discipline of students from the beginning to the end of the lesson should be ensured. The course will use a variety of tools, teaching aids and visual aids. Lessons have a very diverse structure, and it is not possible to plan lessons in a way that is always available on a regular basis and based on a fixed fixed pattern. Among the factors mentioned above in the structure of the lesson are the real conditions of work in this class. The creative nature of the teacher's work also has a great influence. Each lesson differs from other lessons in its own way, even when they are taught side by side in the same subject, on the same subject. You can always see the teacher's special "Pedagogical Approach" in the classroom. For example, a combined lesson is organized in the following way: organizational work, checking the completion of homework assigned to students. Ask students about the material studied, the teacher describes the new material, reinforces the material studied, gives homework, assignments. The success of a lesson and its outcomes depend not only on the readiness of the teacher, but also on the preparation of the students.

Unfortunately, many teachers do not pay enough attention to this issue in their practice. The teacher should coordinate the demands on the students in the lessons by showing the children respect, intelligence, pedagogical position, and respectful approach. The form of the teacher's address to the students in the classroom is no different. It is more appropriate to call students by their first names. Demanding self-

expression as a teacher does not preclude the teacher from expressing his or her feelings when necessary: he or she is not only alert and kind, cheerful, alert, and enthusiastic in the classroom, but also known to be serious, upset, and dissatisfied. should also be in appearance. The pedagogical optimism of the teacher, his confidence in the students, the organization of their research in the classroom in various forms of organization of educational activities, a fair assessment of students' work, readiness to provide them with the necessary support - all this has a great didactic and educational value, forms in students the skills of teamwork as well as positive moral qualities.

II. The main purpose of music lessons in secondary schools is to teach teachers the skills of studying the art of music on the basis of the laws of beauty and to instill in them a culture of music. The purpose of the teacher is to form in students the musical-artistic taste, moral and aesthetic feelings, to develop their creative abilities, to increase their interest in the art of music and artistic need in their musical activities, to form a culture of musical literacy, music-period. , sets a number of tasks, such as creating an understanding that life is an expression of human feelings and aspirations. Extracurricular activities in the field of singing and music should be intensified in order to instill in students a love and passion for music, to raise their level of music.

Each of the primary and 9th grade schools should have choirs, and schools with facilities should have musical instruments. At the same time, it is necessary to pay attention to the organization of individual music education for students, involving the parent community in this work. The knowledge and skills acquired in school should be used in everyday life, in the mornings and evenings at school, in independence, on "Mehrjon", "New Year", "Navruz", Mother's Day and music and art holidays, as well as on excursions and trips. Learned songs can also be sung at home in front of family members, in the company of friends. As a result of regular work in the field of music during the 7 years of study, students become literate, love music, listen to large musical works, as well as concerts, radio and television broadcasts. , should grow up to be active participants in amateur art clubs

with adequate preparation. Head educators, class teachers, and parents should closely assist the music teacher in these activities. Extensive use of elements in each type of activity, such as playing various children's musical instruments such as circles, rattles, triangles, metallophone, performing dance elements to melodies and songs, imitating the playing of musical instruments with hand movements, clapping and conducting makes it more fun and engaging.

III. Music lessons are different from other lessons in that they are more artistic, fun, and give children more creative pleasure, emotional feelings, and figurative experiences. Therefore, music lessons differ from other lessons with the following specific features:

1. It consists of various activities related to music theory and performance: vocal-choir lessons, music literacy, listening to music, playing a children's instrument, performing rhythmic movements.

2. Music differs from other types of art by its means of expression, ie "language". If the word fiction is expressed by the word, the fine arts by the colors, and the art of dance by the action, then the music is expressed by the melody created in the musical sounds. If we perceive the above art forms by seeing and hearing them, we can express the music only by listening carefully. As a result, more talented musicians have emerged than the blind.

3. Music is an art associated with a specific time scale. Therefore, if we do not adjust the tempo of the music being played and listen carefully to every element of it, we will not be able to understand the work perfectly. When we listen to a classic work over and over again, we feel its new artistic aspects.

4. Music has an active emotional impact on children, makes them happy and evokes creative experiences. From a good, meaningful, fun music lesson, children can relax, get artistic nourishment, and be happy. So, music is different from other disciplines in that it has an active psychological effect. Music lessons are also closely related to other subjects. Fine arts, literature, mother tongue, mathematics, history, pedagogy, psychology, vocals, rhythm and mathematics, history, pedagogy, psychology, vocals, rhythmic and more. These will help to connect the music lesson with life

and make the lesson meaningful and interesting. Music is different from other subjects in that it is a mixed class.

IV. The structure of music lessons consists of 3 main types of activities: listening to music, music literacy and singing in a choir. In middle school, music lessons consist of 3 main activities:

1. Singing in a choir
2. Music literacy
3. Listening to music

In elementary school, there are 5 activities:

1. Singing in a choir.
2. Music literacy
3. Listen to music
4. Perform actions appropriate to the music
5. Children will be accompanied by musical instruments.

Singing in a choir is a group activity of music education with the direct participation of the teacher. Singing in a choir is a complex psychological and physiological process. Nerve cells in the brain are also active. It stimulates positive emotions in students during singing and creates conditions for students to work effectively.

The teacher selects 10-12 songs for teaching throughout the year, taking into account the capabilities of the class, and arranges them in a certain way, taking into account their level of vocal performance and artistic relevance to school life.

The vocal and choral skills acquired by students in the lower grades will be improved, which will ensure the correct and effective singing of songs, and will help to improve and nurture children's voices. Children's hearing aids increase with age. Therefore, the skills of singing, the basic elements of sound: breath planning, sound formation, diction, word, ensemble are given in the program separately for each academic year. In the learning process, all these elements are inextricably linked. goes

Music Literacy - It is well known that music literacy in general education music lessons differs in that it consists of a complex body of knowledge about music. In addition to the elements of music literacy studied in the process of singing, the category of music literacy includes music genres, their forms and structures, means of expression, concepts of the essence of folk and compositional music, types of performance, musical instruments and their timbre. In the process of 7-year music education and upbringing, students' musical literacy should be based on this set of knowledge. It is a key component of music culture.

Listening to music - Listening to music plays an important role in enriching students' musical impressions, broadening their imagination, developing their listening skills and cultivating their musical taste. In this type of activity, students listen to a sample performance of the rarest musical works by a music teacher, using an electrophone and a tape recorder. Performed by choirs, orchestras, ensembles and soloists, they get acquainted with classical works of various genres, and for the first time enter the great arena of art. They perceive the power of music as an art, the beauty of nature and life, the irreversible, unseen aspects of reality and action in the colorful colors of the musical tone. It is recommended that students sing the melodies of these melodies so that they are deeply ingrained in the students' memory. In particular, the work is reinforced by listening to a musical instrument and then singing. It is important to remember that in order to memorize the works, it is necessary to play them at least 2-3 times, each time introducing students to new dynamic aspects of the melody. By listening to the melodies, students will gain a detailed understanding of different genres of music - march, song and dance. All three main parts of the lesson should not be separated, but should ensure that the content of the lesson is coherent with each other. Sometimes it is helpful to take students to the classroom to improve their performance skills and strengthen their singing skills. After the song is completed, students will give a "Class Concert" at the end of the week or quarter. Adherence to the stage culture, such as going on stage, finding one's place among classmates, feeling each other while singing,

and going to one's place, is also positive for students' relationships and behavior. 'shows the mystery. Singing on stage allows students to determine how well they have learned the song, to "ripen" some of the sentences from the piece, and to present the song in a ceremonial setting. The class concert will be a fun activity for the students.

Didactics is a part of studying the general laws of the educational process. Didactics is a Greek word meaning "teaching". "Didaskoya" is derived from the word "teacher". The literal translation of "didactics" refers to the theory of education. The theory of education includes the concept and essence of the educational process, the rules, methods and organizational forms of education. Didactics sets itself the task of learning the general laws of teaching that meet the goals of comprehensive education of students. The main task of education is to equip the younger generation with a system of scientific knowledge, skills and abilities. So didactics is "what to teach." Seeks answers to questions such as "what to teach" and "how to teach". General didactics, in turn, is closely linked to methods in some disciplines. Based on the knowledge of these methods, it solves the general laws of teaching and at the same time serves as a common basis for the methods of teaching each subject. Musical didactics is related to its unifying function and its private didactics and thematic methods of music education. The main categories of music didactics: the process, principles, content, methods, forms of music education. The content of music education depends on the development of the general culture and the society's need for the art of music. Therefore, it is necessary to systematize the musical knowledge, skills, abilities, musical material, methods and forms of teaching that are included in the content of music education. Music lessons are important as an education that shapes the educator's artistic thinking. It is aimed at cultivating a sense of delicacy, as well as the formation of high human qualities in the younger generation. It is necessary to rely on national and universal music education and teaching methods. In the context of music education, our national musical heritage plays a key role. An important didactic direction of music teaching is to get

acquainted with the music culture of other nations in comparison with the laws of our national music, that is, to follow the "priority of universal and national-cultural values in education."

The goal of music education is to bring up the younger generation at the level of a cultured person who can make our national musical heritage and understand universal musical values. To this end, it is necessary to develop the musical talent of each student, increase their love for the art of music, to form a circle of knowledge and practical skills in music, to create the necessary conditions for the musical development of gifted students, school music education function. The realization of these lofty goals and objectives requires the study of music as a factor of cultural and moral development of society, reliance on the creativity of teachers in solving subject problems, improvement of music teaching methods based on best practices and complex scientific and methodological research.

The educational process takes two forms: in-class and out-of-class music lessons. Music lessons are a basic and necessary form of teaching for all students. Therefore, the use of different forms and types of lesson structures and teaching methods, as well as the discovery of new methods and structures of teaching in the process of experimentation is a topical issue. It is important to study and use Oriental and national music education more effectively.

The principles of education change from the social needs of society to the achievements of pedagogical theory and practice. Historically, there have been different approaches to defining the principles of education. For example: In the 16th century Ya. A. Comenius proposes to study the principles of education in comparison with nature, that is, to teach students directly in nature, to achieve the same balance in education as in nature. In the seventeenth and eighteenth centuries, the principles of achieving cultural harmony were put forward. At present, the scientific principle of education, the principle of taking into account the capabilities and age characteristics of students, the principle of demonstration, the principle of regularity and continuity in education, the relevance of education to life, the activity and awareness of

students in education, there are many principles such as the educational nature of education and upbringing. Music lessons are based on the didactic theory and principles of pedagogy, the generalized theory of educational practice.

These principles mainly determine the application of teaching materials, the content of music lessons and the main requirements of the course system and its directions, and are divided into several types:

1. Strengthening of knowledge and skills in music lessons
2. Scientific systematization and continuity in music education and upbringing
3. Awareness and activity of students in the classroom
4. Demonstration in music lessons

The relevance of learning materials to children's knowledge, skills and age is used in the planning process. The content of education is aimed at acquainting students with the concepts, laws and theories of real scientific evidence. To do this, it is necessary to apply to the curriculum only the scientific principle, scientifically proven, based on the legal relationship between the content of educational music and the content of musicology. The practical application of theoretical knowledge, the connection of theoretical knowledge with practical knowledge should be felt in the information of every teacher. News in the field of music should always be commented on. The principle of science during a direct lesson is not limited to the provision of scientific information. The application of the analytical, historical principle of information, where scientific records come from, cause and effect, also provides a scientific principle. The scientific principles of the lesson are the relevance of teaching materials to children's educational experience, taking into account the laws of development of children's voices, the correct teaching of the laws of music, the analysis of works in accordance with children's intellectual abilities. In elementary school, young children are taught small songs, melodies, and plays that are more thought-provoking and more play-related. In the middle grades, students differ in the period in which

their life experiences are enriched and their scientific worldviews are formed in the process of studying specific subjects. Accordingly, the principle of systematization is that the studied works become more serious in terms of genre, size and artistic content.

Music lessons include basic musical activities such as singing in a choir, music literacy, and listening to music. Without separating the main activities of the lesson from the logical integrity of the lesson, attention is paid to the following. This is called the principle of continuity, which is carried out continuously in the course of all musical activities in the classroom, and each activity of the class in turn.

The implementation of the principle of consciousness and activity in education is also based entirely on the psychological foundations of the cognitive process. Although the rules and regulations are well understood, in some cases students may find it difficult to apply these sections directly. Sometimes they can't solve simple problems. This means that the student simply memorizes the material without understanding it. The teaching process needs to be transformed into an active thinking process so that students can apply their knowledge in practice. To do this, the child's conscious mastery of learning materials must activate the learning process. The ability to master a particular piece of music by singing or listening to it, and the artistic aesthetics, enjoyment and perception of it, first of all, attracts the child's attention, creates in him the ability to arouse interest, consciousness and activity. Conscious perception of music, in turn, requires artistic memory and logical memory. Consciousness and activity in music lessons are especially necessary for the formation of vocal-choral skills. Consciousness and activism in choral singing, listening to music, and music literacy activities also facilitate the correct knowledge and mastery of the theoretical and practical aspects of music.

Conclusion. In education, adherence to the principle of demonstration is the basis of the educational process. Al-Farabi has said many instructive words about the use of demonstration in education and

upbringing. According to Farobi, students can be divided into three categories:

The first category is the ability to study the material independently. He says the third category should be coerced. Finally, the second category of students will have the opportunity to accelerate and facilitate the learning process by using visual aids in teaching. In addition to the auditory organs, the visual organs are also used in the visual principle.

Music is a self-explanatory tool in music education. Because it is perceived by the ear, not by the hand. The melody is played as an exhibition, both in listening to the music and in the analysis of the work. The teacher himself, his speech, his performance are also the main exhibits. In addition, technical aids, visual cards, graphics, pictures, music notes also play an important role as an exhibition in music lessons. These principles are mainly used in the process of designing the content and planning of music lessons.

In short, in general, the general didactic principles of pedagogy are important in the lessons of music culture and play an important role in connecting music with life.

List of used literature.

1. Abdullin E. About the initial stage of musical education in a general education school in Japan Musical education in school, vip. 9. M., 1984.
2. Abdullin E., Sopin G. A program aimed at the future Г`Г` "Soviet music", 1988, №10.
3. Akbarov I., Khusainov T. Methodological manual for the third grade of a music textbook. T., 1974.
4. Alaev Yu. Ways of forming polyphonic singing naviks in the children's economy G`G` Musical education at school, vop. 10, M., 1985.
5. Anisimov A. Conductor-choirmaster. L., 1976. G` 7. Apraksina O. Methods of musical education at school. M., 1983.
6. Apraksina O.A. The method of music education at school. (Textbook for ped. Institutes on special. 2119 "Music and singing") -M.: Education, 1983.

7. Apraksina. O. Musical education at school. M. : 1987.
8. Archaynikova L.G. The profession is a music teacher. –M. : Education, 1984.
9. Arismendi A. Preschool musical education. M., 1989.
10. Asafiev B. About choral art. L., 1980.214
11. Avratiner V. Training and education of the musician-teacher. M., 1981.
12. Bakhritdinova N.A. Children's choral culture of Uzbekistan. T., 2002, -110 b.
13. Bandina A., Popov V., Tikseeva L. School of Choral Singing. Vo`i. 1. For younger students. M., 1981.
14. Kabalevsky D.B. How to tell children about music? M. : Education, 1984.
15. Mamirov K. Upbringing the moral of younger schoolchildren in the process of teaching music. Dis. on sois. Cand. ped. sciences. (13.00.01.) -T., 1986. - 186 p.
16. Matonis V. Musical and aesthetic education of the personality. –L. : Muzochka, 1988.
17. Oripova R. Formation of national ideas in adolescents (on the example of music clubs in out-of-school institutions). T., 2007.
18. Vasilyeva A. Organizational principle of children's choreography. T., 1991
19. Vengrus L. Vocal and choral work with preschool children. Abstract of the thesis. diss. to apply for an account. st. k. claim. L., 1988.
20. Vetlugina N.A. development of the musical skills of preschoolers in the process of the musical skills game. M. : APN, 1988, -247 p.
21. Vetlugina N.A., Keneman A.V. Theory and methodology of music education in kindergarten. – M. : Education, 1983. –255 p.