

Cultivating Students' Aesthetic Taste While Looking at the Works of World Composers in Music Lessons

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Annotation: In the article, a theoretical analysis of the formation of the aesthetic taste of the students, education and improvement of their knowledge through the works of world classical composers in the music classes is made. The positive influence of classical music on the education of students is covered in depth.

Keywords: culture, powerful gang, classical music, composer, education, aesthetics, competence, music, education.

Introduction: Music is considered as one of the important methods of researching the human factor and artistic mastering of the world, and it is one of the leading factors in the formation of human mental, moral maturity and spirituality, and in the spiritual education of young people. President of the Republic of Uzbekistan.

Emphasizing the role of youth in Uzbekistan, he said, "We will continue the state policy regarding youth with determination. Not only will we continue, but we will take this policy to the highest level that the times demand today as our highest priority. We mobilize all the strength and capabilities of our state and society so that our young people can be independent thinkers, have high intellectual and spiritual potential, become people who are not inferior to their peers in any field in the world, and become happy." he emphasized.

Literature review: Based on this, comprehensive training of future personnel is a distinctive feature of pedagogical, technical-technological, and professional education, learning new things based on practice, striving for knowledge, raising the level of skills, qualifications, and skills. , is focused on opening important issues of production and society. Along with updating and improving the content of education and increasing quality indicators, it is necessary to improve the qualifications of teachers and trainers, to keep them in step with the development of science, especially in the continuous education system, which is widely introduced and used in all educational systems. One of the important tasks of today is to improve the methods of teaching the classical composer's works and to prepare (re-prepare) them to the extent that they can be applied in their activities to ensure the effectiveness of the lesson. As the President noted: "We consider it our first priority to improve the activities of all parts of the education and training system based on today's requirements."

The importance of music education in raising the young generation to become perfect people with highly developed aesthetic taste is incomparable. The improvement of artistic and aesthetic education of today's students, who are our future, is one of the important tasks set before general education schools, academic lyceums and colleges "Law on Education", "National Personnel Training Program" We are a witness that it is also expressed in the demands. In this regard, the issue of raising children as real human beings lies at the basis of a number of works being done in our Republic.

Introducing students to the art of music by listening to classical music, searching for new ways of musical aesthetic education, and theoretically substantiating it are the problems of music pedagogy that are always in the center of attention. Musicologists, thinkers and scientists have been attracted by the wide possibilities of music to influence the human psyche since ancient times. They tried to determine the characteristics of the art of music that affect the formation of a person as a person. "Music expresses human feelings, hopes, desires in its own artistic language and actively affects human emotions. Music is both a science and an art."

Discussion: The teaching of "musical culture" in general schools and the unique organizational structure of lessons require a wide-scale and diverse set of pedagogical and professional training, knowledge and skills from a modern music teacher. In the course of a one-hour lesson, a music teacher is a skilled pedagogue, methodologist, theoretician (music theory, i.e. theoretical sciences, elementary theory of music, harmony, solfeggio, analysis of musical works), instrumentalist (practical on an instrument must be ready for performing activities), demonstrate knowledge, skills and experience as a conductor, choir leader, require them to have basic professional training at the required level and constantly improve their skills and abilities. The knowledge and skills acquired in the educational process of the "musical education" specialty of the higher educational institutions of pedagogy in the formation of the basic (basic) qualification training of music teachers who can meet such requirements and the qualification level serves as the main ground, the foundation. As we know, listening to music is one of the leading activities in music culture classes in secondary schools. The artistic and skillful performance of the works recommended for listening creates the expected level of artistic-emotional impression in students, which is the most important condition for ensuring the quality and effectiveness of the lesson. It is necessary to develop the aesthetic competence of students by teaching the works of Russian classical composers in music culture classes in order to make the young generation a perfect person. If the students have an aesthetic culture, the desire for beauty and creativity and creative social activity will develop there.

By classical music we can understand the catchy tunes created by talented authors called classical composers. Their works are unrepeatable and always in demand by performers and listeners. Classical themes are characterized by excellent intonation, elegance, diversity and harmony of colors. They have a positive effect on the emotional outlook of adults and children.

Results: World classical music cannot be imagined without the works of Russian composers. A great country with a talented people and a unique cultural heritage, Russia has always been among the leading locomotives of world development and art, including music. The Russian school of composition, which is the continuation of the traditions of the Soviet and modern Russian schools, began in the 20th century with composers who combined European music art with Russian folk music, combining European form and Russian spirit. We can tell a lot about each of these famous people, not all of them are simple, and sometimes tragic, but in this review we tried to give only a brief overview of the life and work of the composers.

"People create music, and we artists only polish it."

The "Mighty Gang" New Russian School of Music, or sometimes the "Russian Five", is a creative group of Russian composers that developed in St. Petersburg in the late 1850s and early 1860s. Members of this creative team:

Milyi Alekseevich Balakirev (1837-1910)

Modest Petrovich Mussorgsky (1839-1881)

Alexander Porfiryevich Borodin (1833-1887)

Nikolai Andreevich Rimsky-Korsakov (1844-1908)

Tsesar Antonovich Kui (1835-1918).

Art critic, writer and archivist Vladimir Vasilievich Stasov (1824-1906) was the ideological inspirer and adviser of the circle. The name "Mighty gang" first appeared in Stasov's article "Mr. Balakirev's Slavic concert" (1867): "Poetry, feeling, talent and skill of a small but already powerful Russian musician." The name "New Russian School of Music" was put forward by the members of the circle who considered themselves the inheritors of the traditions of MI Glinka and saw their goal in the realization of the Russian national idea in music. The search for

national roots and the desire for one's native culture attracted artists to folklore themes. M. P. Mussorgsky acted most consistently in the implementation of the national aesthetic principles announced by the Commonwealth ideologues Stasov and Balakirev, and Ts. A. Kui less than others. The participants of the "Mighty Gang" regularly recorded and learned samples of Russian musical folklore and Russian church songs. They reflected the results of their research in one form or another in chamber and large genre works, especially operas such as "Tsar's Bride", "Snow White", "Khovanshchina", Boris Godunov and Prince Igor. In "Mighty Gang", the intensive search for national identity is not limited to the arrangement of folklore and liturgical songs, but extends to certain categories of musical language (harmony, rhythm, texture, etc.), dramaturgy, lasted until the genre. Initially, the circle included Balakirev and Stasov, who were eager to read Belinsky, Dobrolyubov, Herzen, Chernyshevsky. They inspired the young composer Kui with their ideas, and were later joined by Mussorgsky, who left his position as an officer in the Preobrazhensky regiment to study music. In 1862, N.A. Rimsky-Korsakov and A.P. Borodin joined Balakirev's circle. If Rimsky-Korsakov was a very young member of the circle, whose views and musical talent were just beginning to be revealed, then Borodin was already a mature man, a famous scientist-chemist, friends with such giants of Russian science. Mendeleev, Sechenov, Kovalevsky, Botkin, and Vasnetsov were in close contact with the members of their circle. Meetings of the Balakirev circle always took place in a very lively creative atmosphere. Members of this circle often met writers A.V. Grigorovich, A.F. Pisemsky, I.S. Turgenev, painter I.E. Repin, sculptor M.M. Antokolsky. There were always smooth relations with Pyotr Ilyich Tchaikovsky.

Conclusion: It is known that today there is a significant need for classical music not only in Uzbekistan, but throughout the world. Because nowadays various new musical genres are emerging in the name of popular culture, and the impact of this is having negative consequences. Therefore, instilling classical music in the young generation, studying its educational significance is one of the main issues. There are various genres in Russian classical music, and we can fully use them in the education of young people, showing their positive impact. Based on the research, a positive solution can be achieved as a result of the development and implementation of the model for improving the system of developing the aesthetic musical taste of general secondary school students.

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