

PRINCIPLES OF EFFECTIVE ORGANIZATION OF ARTISTIC- AESTHETIC TASTE OF PRIMARY CLASS STUDENTS THROUGH MUSIC

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Annotation:

This article describes the forms of effective organization of artistic and aesthetic taste of elementary school students through musical means.

Keywords: Perception, high taste, aesthetic spirit, voice, didactic principle

Music is an art form that occupies a large place in our cultural life and is of great importance in human development. Family, society, school, and art are of great importance in the spiritual formation of every person. Among the many factors of education, music education has a special place in leading the young generation to maturity. Music education is one of the main and complex aspects of the education of sophistication, it teaches a person to correctly perceive and appreciate the beautiful things around him. Music has the ability to have a strong influence on the human psyche, bringing it into the world of sophistication. Music equips a person with high taste and gives him spiritual nourishment. ¹ The main goal of teaching music at school is to form a musical culture in students, to make them mature people who can meet the demands of the times.

The main tasks of teaching music lessons at school are as follows:

- to increase students' interest and love for the art of music;
- in the course of musical activities, to develop students' musical abilities, musical education, voice, attention and feelings of creativity;
- educating musical works in an ethical and aesthetic spirit by means of their artistic and ideological content;
- in music lessons, to direct students to a profession, to form feelings of love for work, nature, love for the Motherland, respect for adults, and honor for children. ²

Music culture lessons are based on didactic theory and principles of pedagogy. These principles determine the basic requirements and directions of all education

¹ Sh. Ro'ziyev. «Xorshunoslik» darsligi. –T. G. G'ulom, 1987 y.

² H. Nurmatov, N. Yo'ldosheva «O'zbek xalq musiqasi ijodiyoti». – T: G. G'ulom, 2007 y.



performed by the teacher and the student - the methods of the lesson content and the structure of the lessons.

The didactic principles of music culture lessons consist of five types:

1. The principle of systematicity, scientificity and continuity in music education and upbringing.
2. The principle of awareness and activity of students in the lesson.
3. The principle of demonstration in music culture classes.
4. The principle of matching educational materials to children's knowledge and skills.

5. The principle of consistency of knowledge and skills in music lessons. These principles are mainly used in the process of using educational materials, creating the content and plan of music lessons. The general didactic principles mentioned above are inextricably linked with each other and ensure the consistency of music activities based on the continuity and coherence of the music lesson in accordance with the state educational standard, taking into account the national characteristics.

Each lesson should have a scientific basis with its structure and content. The scope of knowledge about music is the main factor of music education and training. It reflects the rules, conclusions, and generalized musical experiences of music created by mankind. Mastering them means creating knowledge and skills in the way of musical practice. Adaptation of educational materials to children's knowledge experience during the lesson. Taking into account the laws of children's voice development, correctly teaching the laws of notes, children's intellectual abilities appropriate analysis constitutes the scientific principles of the lesson. It is difficult to do science without a system. All educational activities of the lesson and the logical interconnection of subsequent lessons form the basis of the system. The principles of mastering works for singing and listening to the level of knowledge and skill, from simple to complex, from unknown to known, correspond to a certain order, which means systematicity. Each activity of the lesson, in turn, is a logical continuation of each lesson, and the gradual implementation of pedagogical goals means the principle of continuity.

The principle of awareness and activity of students in the lesson. This principle is one of the leading principles of didactics. Because the acquisition of knowledge depends on the cognitive process that is the basis of the student's mental activity. Music perception enriches a person's life experience, increases the ability to perceive real events artistically, to know, and to think. The formation of these skills and abilities requires a long process of development of the child's mind. For this, the



child's conscious learning of educational materials creates the activity of the learning process. When mastering a certain piece of music by singing or listening to it and perceiving it with artistic and aesthetic pleasure, first of all, the ability to attract the child's attention and arouse interest in him creates awareness and activity. It requires conscious perception of music and, in turn, artistic tone and logical retention in memory. Consciousness and activity in music lessons are especially necessary for the formation of vocal and choral skills. ³ Consciousness and activity in singing in a choir, listening to music, and music literacy activities make it easier to know and master the theoretical and practical aspects of music.

The principle of demonstration in music lessons. In music education, music itself is a demonstration tool. Because it is perceived not by eyes, but by ears. ⁴ Both in listening to music and in the analysis of the work, the melody is performed as an exhibition. The teacher himself, speech, and performance serve as the main exhibition. In addition, technical tools, display cards, graphic records, pictures, musical notes also play an important role as an exhibition in a music lesson.

The principle of matching educational materials to children's knowledge and skills. This principle is used in the process of creating the content of the lesson based on the educational materials selected from the program and the methodological materials. It is necessary to take into account the general knowledge and skill level of each class. Based on the program, taking into account the knowledge and skills of each class, a half-yearly calendar-thematic plan of the music lesson is drawn up. Calendar - thematic work plan is drawn up twice a year depending on the age characteristics of students, vocal range, musical studies, new songs, works for listening to music, educational materials in music literacy, and class activities. *Consolidation of knowledge and skills in music lessons.* The main condition for the implementation of this principle is to strictly follow the four principles described above.

First of all, to ensure the depth, strength and vitality of knowledge and skills, that is, to convince children that this work and its performance method are necessary for our cultural life. Secondly, when choosing works, the following should be followed: a) suitability of the work for the spiritual and moral education of children; b) appropriateness of the music to the age and voice range of the students; c) to be able to interest all children in the class in this work and achieve full mastery. Thirdly, repetition and strengthening of the range of knowledge and skills acquired in the

³ Sh. Ro'ziyev. «Xorshunoslik» darsligi. –T. G. G'ulom, 1987 y.

⁴ G. Sharipova. «Musiq va uni o'qitish metodikasi». – T: Turon-Iqbol, 2011 y.



lesson in practice. For example, teaching songs in sentences and reinforcing them in subsequent lessons. Fourthly, in music lessons, each new topic element is fully mastered in the lesson and is widely used in the next lessons, turning it into permanent knowledge. In conclusion, general didactic principles of pedagogy are important in connecting music with life in music culture classes.

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