

THE UNIQUENESS OF THE METHODOLOGY OF VOCAL AND CHORAL WORK IN MUSIC CULTURE LESSONS

Turgunova Gulshoda Raxmonjonovna
Graduate student of Namangan State Pedagogical Institute

Abstract

The uniqueness of the methodology of vocal and choral work in music culture lessons plays a pivotal role in shaping students' musical abilities and fostering a deeper appreciation for collective music-making. This approach integrates theoretical and practical knowledge, emphasizing the development of vocal techniques, choral harmony, and ensemble coordination. The study highlights the distinctive nature of this methodology by focusing on the pedagogical strategies employed in vocal and choral training, which encompass both individual and group instruction. These strategies aim to cultivate vocal skills, musical expression, and teamwork, enabling students to explore diverse musical genres and traditions. By analyzing the impact of choral work on the development of listening, timing, and artistic interpretation, this research underscores the value of vocal and choral practices in enhancing students' overall musical literacy.

Keywords: Vocal pedagogy, choral work, music culture education, music methodology, choral harmony, vocal techniques, ensemble coordination, music literacy, artistic interpretation, music education, pedagogical strategies, collective music-making, musical expression.

Introduction

It is known that the quality of a modern music lesson is determined by the activity of students. The problem of activity is solved not only by the interesting structure of the lesson, the use of methods that form students' interest. Often it also depends on the teacher's individual approach to each student. This is one of the important tasks facing a modern teacher today.

Music class meets with the teacher and students once a week. A music lesson requires extensive work with students in the classroom. Therefore, the teacher must know his students well, correctly understand their strengths and weaknesses, interests, enter their world and assess the capabilities of each student.

It is advisable to try to establish direct communication in the lesson, to widely use the means and methods of expression in various questions, a questioning look, and facial expressions. It is difficult to conduct a modern music lesson in conditions without special equipment.

The aesthetic equipment of the music room should bring pleasure to students and create a special mood in the lesson. It is also very important for the teacher to use musical instruments, technical means, and visual aids in the lesson. Their quality, timely preparation, and effective use ensure the success of the lesson.



Today, it is difficult for a teacher to imagine the sound of various performances of musical works (orchestra, ensemble) in lessons without technical means and recordings. These tools expand the students' imagination in perceiving the sound of each musical instrument and the expressiveness of the voice, and Phonochrestomathy (an electronic resource) helps the teacher to make the process of teaching singing more interesting and meaningful. During the lesson, the teacher records the students' performance of the song, invites them to listen back to him/her, and asks them to rate and evaluate the students' reaction to the performance.

Music culture classes provide students with the opportunity not only to listen to musical works, but also to perform and understand them deeply. One of the particularly important aspects of these lessons is the method of vocal and choral work. Vocal and choral performances not only develop students' technical skills, but also strengthen musical expression, emotions and teamwork. This article analyzes the uniqueness of the methodology of vocal and choral work in musical culture classes and its role in education. The methodology of vocal and choral work is at the heart of music culture lessons, forming students' understanding of music, sound and rhythm. It includes individual and group work, which develops not only vocal skills, but also the ability to perform in a group. Choral performance allows students to sing together, hear and adapt to each other, feel the rhythmic structure of music and harmonies. As a result, students learn not only vocal technique, but also team spirit and mutual understanding through music.

Methodological Approaches

- The uniqueness of the vocal and choral work methodology is reflected in the choice of its pedagogical methods and approaches. The main principles of the methodology are as follows:
- Technical development: Teaching students the basic techniques of voice production, preventing incorrect situations and improving the quality of the voice.
- Musical expression and emotions: Teaching students to understand the emotional essence of music in choral performance and to express it correctly. Through this method, students find the opportunity to express their feelings through music.
- Group work: The choral work methodology develops the skills of learning teamwork, working in a team and performing together.
- Understanding rhythm and harmony: Identifying rhythmic and harmonic aspects in choral performance allows students to better understand the structural aspects of music.

The performance culture of choirs depends on the vocal (singing) and choral performance skills of the singers. Vocal skills include the student's posture, breathing, sound production, and correct pronunciation of words. The skill of choral performance consists of tuning the voice and singing together as an ensemble.

Students can perform a choral work standing up. However, during long rehearsals, the team can practice sitting down. In such cases, each singer of the choir must hold his body straight and freely, with his shoulders straight and his arms lowered.

The muscles of the face, neck, and shoulders are in a free position. During performance, it is necessary to hold the head straight without throwing it back, not to frown, and not to squeeze the lower jaw. The student's correct posture and breathing allow him to produce the correct sound.



When singing while sitting, the head and body should be held correctly and freely, the feet should be placed at right angles to the floor, and the hands should be placed freely on the knees. If the body is loose and the back is bent, the sound will be weak and unpleasant. Therefore, the neck and head should be kept as free as possible. The larynx and lower jaw should not be compressed, and the head should be kept freely and straight.

There should be no signs of tension on the face. In general, standing in the choir is considered the most comfortable position. Some choir directors prefer to stand up (15-20 minutes) during the warm-up process of the vocal apparatus, sit down and sing the taught piece while standing. It should also be noted that standing up from head to toe can be physically tiring for students. It is advisable to sit down for the lesson. It is only important to follow the instructions above. The music teacher should constantly monitor the correct singing and sitting position of the students.

The methodology of vocal and choral work in music culture classes greatly contributes to the development of students' not only performance, but also general knowledge about music. With the help of this methodology, students gain a deep understanding of musical works and develop an emotional connection with them. Through choral work, students learn mutual respect and responsibility, as well as how to find their place in teamwork.

Music has an invaluable influence on the human psyche and mental development. Charles Darwin, complaining about the decline in his memory and thinking skills towards the end of his life, wrote: "If I had the chance to be born a second time, I would make it a rule to read a few poems, even if only once a week, in my life." Therefore, the main goal of music education is to cultivate in students a musical culture that is an integral part of human spiritual culture. The main goal of music education is to develop the ability to play music. The harmonious combination of mental and physical development, moral purity, aesthetic attitude to art and life, is one of the important conditions for the full development of a person. Music education is of great importance in achieving this noble goal. Students' abilities develop during musical activity. Ability is understood as the psychological characteristics of a person aimed at acquiring the necessary skills, qualifications, knowledge and successfully applying them in practice.

The uniqueness of the vocal and choral work methodology is important in music culture lessons. Through this methodology, students perfectly master vocal technique, rhythmic and harmonic aspects of music, as well as teamwork. At the same time, through choral performance, students gain a deeper understanding of the aesthetic and emotional aspects of music, which develops their musical culture in a unique way.

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