

PEDAGOGICAL POSSIBILITIES OF DEVELOPING STUDENTS' MUSICAL SPIRITUALITY

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Abstract

In this article, the pedagogical possibilities of developing the musical spirituality of students are highlighted from a certain point of view, and the first spiritual and musical concepts, that is, the first musical concepts of the students, are necessarily first brought to preschool educational institutions. They were given knowledge through ongoing musical training. Gradually, as the child grows up, a person's world view and feelings develop. Based on the life experiences of the students from the school period, a certain feeling of the spiritual worldviews and thoughts of the worldviews unique to them begin to appear in the basis of each music.

Keywords: Music, culture, psychology, physiology, imagination, spiritual outlook, emotion, art, national culture, school, youth.

Introduction

In the development of musical culture of students in music culture classes, the place of the educational process, which is implemented in all activities of the music class, deserves great attention. Because every activity of the lesson influences the age and psychological-physiological point of view of the studied students and forms a certain feeling and thinking in them. In this period of our work, we paid special attention to the initial processes of developing and improving students' musical culture and feelings.

is connected with the artistic word. Visual art works are effectively used so that our young people can vividly imagine and deeply perceive artistic images. Especially, in order to further enrich and clarify the imaginations formed in the minds of students after listening to some national music works or a sample of a sung song, it is also good to use artistic paces specific to the plot of the work. Using interesting methods, each music lesson will arouse artistic and aesthetic pleasure in students, develop their feelings of spiritual world view, and enrich their creative thinking. In addition, musical performances and dances develop children's sense of rhythm, agility and mobility skills, and strengthen their confidence that they will not only help to straighten their height. In the course of basic lessons, for example, in the course of arithmetic lessons, students' ability to think more abstractly and logical memory grows, and in the course of music culture



lessons, their figurative thinking and figurative memory develop well. The parallel development of both these psychological characteristics is important in the mental and spiritual development of the student, and this process increases the child's determination to change his worldview.

What are the main tasks of a music culture teacher in secondary schools? you have to keep going. The ability to learn music mainly consists of the following types of music education.

Music education (the ability to feel the pitch of musical sounds); timbre (the ability to distinguish the distinctive aspects of musical sounds that differ from each other); sense of rhythm and musical memory. These psychological abilities of students are regularly developed in the process of realizing their musical abilities.

- to increase students' interest in music and teach their spirituality.
- in the process of introducing various musical works, the way to create emotional feelings in students is to expand their imagination about music.
- introducing students to the concepts of simple music, listening to music, singing, moving with music, dancing, forming the skills of playing tunes on simple musical instruments and developing creative abilities of students.

LITERATURE ANALYSIS AND METHODOLOGY

Being influenced by musical works, developing the skills of musical taste and artistic discussion based on this. Improvisation during various music lessons, artistic imagery in music and expression through singing, finding a new way to a certain musical theme. In musical culture lessons, connecting spiritual worldview development activities with school life, widely using learned tunes and songs in various events and ceremonies held at school, and organizing concerts, about the fact that music is an integral part of our daily life. students develop an understanding of how to behave in activities and as a result of their participation, their spiritual education develops by itself, and in the future they It helps them to be able to interpret correctly and preserve public culture.

Music classes conducted in general education mainly consist of singing, listening to music, musical rhythmic movements and learning to play simple tunes on musical instruments suitable for the age of students. is one of the elements. Singing has its own merits in making music due to its easy implementation, it quickly attracts the attention of students. The most important thing is that when students sing with their friends, they control their own performance, and develop their spiritual worldview and spiritual education. He compares himself with the voices of students around him. First, it creates a great opportunity for the child to develop his musical abilities in all aspects, and secondly, the child's creative desire increases. Thirdly, in the process of singing, students' thinking, speech, perception, voice and breathing apparatus develop well.

RESULTS

The teachers of music culture in general education schools started to create wide opportunities for students to develop their musical feelings and views of the spiritual world based on classroom and extra-curricular activities. It can create different moods in the students. Therefore, singing has a great educational value.



One of the necessary conditions for raising the voice of students is to raise the songs strictly according to their age and the norms of the voice range. Singing is one of the main elements of music training, which is the development of thought, speech and perception through singing in the further development of spiritual education in music culture classes. Singing attracts the attention of students due to its light and easy way of doing music. The most important thing is that when students sing together with their classmates, they control their own performance and compare their voices with the children around them. This, firstly, creates a great opportunity for the all-round development of the students' musical ability, secondly, the student's self-creative desire increases, and thirdly, during the process of singing, the student's thinking and perception grow, and the voice and breathing apparatus are perfected. According to physiologists and doctors, regular rhythmic singing is the best form of gymnastics, and students contributes to the good development of the cage and respiratory system. As a result of proper musical education in secondary schools, singing songs suitable for the age and voice of students, their vocal apparatus develops well. In this case, the following rules of voice range of students should be observed when choosing song repertoires.

1. The voice of elementary school students is distinguished by its lightness, clarity, brightness and the sound coming from the palate. Since the voices of boys and girls are similar, sometimes who sings it is difficult to know whether it is a boy or a girl. Almost all voices are treble voices.

2. The voices of middle school students are much stronger and darker. In lower sounds, there are elements of exhalation. At this age, the voice begins to form, and the melody of a certain timbre appears. Because of this, the voice of boys is divided into treble and alto. When characterizing the voice of children according to their age, it should be taken into account that the voice of children often deviates from the norm. Usually, this condition is seen in children with early onset of adult-like chest sounds. Such voices are distinguished by their strength and purity, but such voices sound unnatural and unpleasant. Sometimes it is the opposite, that is, the development of the voice is delayed, but for a long time, the children's voice is preserved throughout the entire range.

DISCUSSION

In the lessons of music culture, teachers acquire not only the skills related to the lesson process, but also develop their spiritual world. should try to educate children to speak freely without any strain, without difficulty, with a beautiful, resonant, clear voice. Listening to music is the first step in developing and improving children's musical culture and spirituality formation of musical concepts. Being able to listen to music and enjoy it aesthetically is also a great art. The culture of listening to music in people begins to develop from a young age. Listening to music in pre-school education organizations is its foundation.

CONCLUSION

The child listens to music and perceives it during all elements of music training. But the music listening part of the training has its own serious tasks. First of all, it should be remembered that a person can listen more than he can sing. For example, national music, orchestral, choral, solo, and instrumental works can be perceived only by listening, and not by singing, and listening is one of the major factors in educating young people's spirituality.



By listening to music, students' artistic perception of the spiritual world view is well developed. The music listening part of music culture lessons has the following tasks:

- to familiarize students with examples of folk, national classical and modern music typical of young people's perception;
 - to develop students' ability to perceive music, the ability to feel the artistry depicted in music;
 - to learn to remember the names of studied works, to distinguish between their content, character and means of expression, and to give a certain amount of artistic evaluation to the listened work.
- Due to the lack of attention span of young students, they are able to perceive small pieces of music that sound bright. They are especially good at understanding small songs, because the unity of words and melody helps to easily understand the content of the music. When the teacher sings, his familiar voice and expressive intonation, facial expressions and gestures captivate the students. is enough. At this time, it is possible to observe situations such as pleasure, surprise, and joy that arise in students.

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