



Content and Functions of Teaching Music Subjects

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Abstract

In this article, according to researchers, the content of education consists of four main components, and they are fully described in the sequence section that distinguishes these disciplines from their interrelated components. Achieving a positive effect on the formation of common knowledge, skills and competencies will have a significant impact on the result of the educational process. The article also notes that music lessons are primarily art lessons in the sense that they are important for their artistry, fun, the need to cause students more creative pleasure, emotional experiences and imaginative experiences. In addition, the results and conclusions obtained by the method of comparison of music lessons with teaching other subjects are presented.

Keywords: *Components; Music; Inter-Method; Music Lessons; Students; Education System; Artistic Aesthetics; Emotionality; Music Lessons; Music Listening; Music Review; Vocal Singing; Students; Classes; General Education Schools; Singing; Performing Musical and Rhythmic Movements; Musical Creativity; Musical Literacy*

Introduction

The prosperity, social, political, economic stability of any society will depend primarily on the level of development of its citizens in the intellectual, moral, political, cultural and aesthetic aspects of the growing younger generation. In the spiritual renewal and rise of our society, which is on the path of a new independent development, the tasks set out in the strategy of actions of Uzbekistan for 2021-2025 are an important factor as the main criteria.

In fact, the implementation of such a great task as the formation of a harmonious generation is an urgent task, in the current period, each branch of the educational system has its own distinct role and purpose, the most effective form of teaching in the successful implementation of the tasks set out in the national program requires the continuous improvement of the means

It is known that in the formation of the consciousness, worldview and spiritual perfection of man, the art of music plays a special role with its power, the power of influence. Today, especially the art of music has a greater and stronger influence on the upbringing of young people than other types of art. In fact, music plays an important role in the system of Pedagogical Sciences with a strong and unique influence on the moral and aesthetic feelings of a person. Therefore, in the education of this science in the educational system, the issue of formation of moral qualities of education to the younger generation is considered to be the main task.

The Main Findings and Results

In the current educational system of our republic, the system of private secondary education is the most important formation stage, the science of music culture, which is taught in secondary schools, is sharply distinguished from other disciplines by its structure in the implementation of its organizational and methodological pedagogical and educational goals and tasks. This process is seen mainly in the organization of music lessons on the basis of five activities related to each other, continuing, complementary and one goal. Although these activities are not defined by a particular pedagogical goal and tasks, in the proverb, they all serve the development of students, spiritual, cultural, moral, in a word, the formation of their musical culture. Another distinctive feature of the teaching of science is that each of these activities relies on knowledge concepts of a particular subject in the structure of the musical Sciences. For example, if we look at the activity of listening to music, this activity is also in the context of listening to musical works, their form, structure, genre ideological and artistic content, performance traditions, polyphonic features of style, compositional style of modern folk music belongs to. It also provides students with knowledge about the work of sister and foreign composers. In retrospect, the teacher relies on his or her knowledge of Music Analysis and Music Theory to convey his or her knowledge and understanding of the form, structure, and genre of musical works. The ideological and artistic content of the work, information about the authors is related to the history of music and the science of literature, the artistic performance of the work: the tone, size, character, interpretation of the dynamic symbols used. The course “Singing as a group” is based on the disciplines “Choir and Choir studies”, “Conducting”, “Music Literacy” and “Elementary Theory of Music”, “Analysis of Musical Works”, “Harmony” and others.

In the rhythmic part of the music, physical elements and dance elements are performed. Apparently, during the one-hour lesson, listening to the same music, learning a song, performing several musical arts and other types of art in the process of playing, as well as literature, physical culture, fine arts, history, art 'knowledge, concepts, goals and objectives in information are combined in terms of content and essence as well as content. A comparative study and analysis of the process of education and upbringing in secondary schools, academic lyceums, vocational colleges, as well as the teaching of sciences, shows that the disciplines are organized in an interconnected way. It can be concluded that the correct didactic opportunities will ensure a more meaningful quality of the educational process if it is developed and applied. In conducting our research, we have come to the conclusion that, according to a number of leading scholars, experienced educators, and researchers, the content of education has four main components. These are:

1. A set of worldviews and moral qualities of a person that are the basis of human relations with the world, with each other, universal beliefs and national values;
2. The existence of a system of knowledge in the minds of students, which forms a dialectical understanding of the world, teaches them the right methodological approach to conscious activity;
3. General intellectual potentials are formed, which form the basis for the development of specific activities, including reading, study, skills and abilities;
4. Mastering the basic components of creative activity aimed at finding solutions to various problems, deep understanding of the mysteries of science, the formation of the necessary educational and pedagogical qualities.

It is this fourth component that we will focus on in detail: the systematic establishment of interdisciplinary links between all disciplines in the gradual formation of creative activity and learning skills in students, each science is close to itself (one field, direction, specialty, block of academic sciences) and social sciences (history, philosophy, pedagogy, psychology, national idea), natural sciences (mathematics, biology, geography) and in connection with other disciplines (according to their content and essence) and in accordance with their purpose, it should be borne in mind that the interdependence of

disciplines should not be intentional, obligatory or aimless. For example, in the study of works reflecting the spirit of certain historical periods of development of society, political, social, cultural events, listening to historical and literary sources of that period, folklore, classical music, literature, history, mother tongue. In the acquisition of knowledge and concepts related to the sciences, musical drama, vocal choral works, opera, ballet, stage works, art history, music history, autobiographical and artistic works, relying on the necessary, interesting, comprehensive, broad. The use of the necessary information for the purpose of more interesting and interesting coverage gives good results, enriches the content of the lesson, and leads to a broader knowledge and understanding of students.

All this in view of the fact that in connection with the teaching and learning of natural, humanitarian, moral, legal, economic, aesthetic knowledge in secondary schools, serves the purpose of coordinating all educational disciplines in a single system around the main idea and theory, therefore, when we conduct lessons.

The didactic purpose of the proper use of components of the interaction of educational sciences in its place and the achievement of positive efficiency in the formation of general knowledge, skills and competences of these processes, in our opinion, such conduct ensures a significant impact on the final results of the educational process. In the same place, we found it permissible to emphasize the importance of music lessons in relation to other disciplines, as well as their relevance and relevance, as well as the importance of scientific research.

Materials and Methods

It is known that music lessons (science) differs from other disciplines and their teaching by its structure and the fact that it is directly related to a number of disciplines. Music class is first and foremost an art class. In this regard, it is important for its artistry, fun, and the need to evoke more creative pleasure, emotional feelings, and figurative experiences in students. When we used the method of comparing music lessons with other subjects, we obtained the following ideas and conclusions;

1. Music lesson activities:

- vocal;
- choir performance (singing as a group);
- music theory (music literacy);
- listen to music;
- playing on children's instruments;
- consists of elements of performing rhythmic movements in accordance with the music.

2. Music is an art associated with a specific time scale. The duration of listening to it and singing, it has a definite dimension.

3. The most popular and major genres of music related to vocal singing cannot be imagined without a direct work of art. (Works in these genres - vocal, song, aria romance, suite, poem, poem, cantata, oratorio, opera, musical drama, etc.).

4. Note notation, the description of the signs associated with the notation of the note is associated with fine arts, drawing, note lengths; rhythmic measurements are associated with mathematics. These, in turn, are important components in making music lessons relevant and interesting.

Now it is necessary to use music, as well as other disciplines, as mentioned above, according to the nature of the subject, from which we will describe the features of the relationship:

1. We know that any sound is a physical phenomenon by its nature. In this sense, musical sounds are also related to the laws of physics in terms of their hardness and pitch. In music literacy activities, the musical sound and its highlighted features have a positive effect on the expansion of certain impressions and knowledge of physics.

2. The work on expressive reading of literary texts in native language lessons is important in the development of students' speech culture. It is in this process that students' expressive pronunciation of musical texts is helped, while expressive reading, clear pronunciation, clear intonation of words and melodies are the most important components in enhancing the emotional impact of a work's artistic content. In expressive reading, the device for reading vowels, consonant sounds (letters) in the appropriate tone (sentence, interrogative sentence, motivational sentence, raising, lowering, emphasis, pauses and speech where necessary) develops the ability to follow the tempo. This ensures that the words are clear and meaningful to the listener when singing a song. Aesthetic pleasure may not be as expected. Therefore, the fact that a music teacher has a certain level of knowledge and skills in this area, based on the experience of expressive reading in mother tongue lessons, ensures the content of the lesson.

3. Since any poetic works, in turn, have a certain literary realism, imagery, artistic reflection of events, to study a song based on a poetic text, to understand the meaning of the tag in it when singing achievement allows students to understand the ideological and artistic content of the work and sing figuratively. We know that in literature classes, the imagery in a work of art is fully and deeply understood. In music lessons, too, the teacher should pay special attention to imagery. On the recommendation of Methodist scholar R.L. Alibekova, poetry is first read by a teacher in literature classes. Then the students read aloud. This is how he interprets it. "Notice how our observation is structured: first we activate the imagination, we imagine the scene depicted, we read the meanings of words, adjectives, verbs to visualize the scene. Then we try to understand how the character of the speech changes, and in this connection the mood changes. Finally, after reading the language features, we will be able to grasp the essence of the work". [1].

There is no doubt that this behavior is very important in the study of the text of the work, which is carried out in the process of studying a musical work (vocal song). For example, in the teaching of the National Anthem of the Republic of Uzbekistan, "what did you imagine in the first paragraph after reading the poem expressively to read and recite each verse in the poetic text?" "What happened?" can be used to clarify students' perceptions.

4. If music lessons are expected to begin with listening to the national anthem of Uzbekistan from the first grade, after listening to the work, refer to the topic "The state and its symbols" in the textbook "Alphabet of the Constitution" and what are the functions of the state? The fact that our country is called the "Republic of Uzbekistan", a close acquaintance with the state symbols (emblem, flag, anthem) leads to a deeper understanding of the scope of students' understanding and perception of the work.

Listening to works such as the anthem of the "O'zbekiston mening vatanim", "Ozodvatan-obod vatan", "Navro'zim sho'x sozim", "Paxta qo'shig'i", "Xur respublikam", "Istiqlol haqida qo'shiq", "O'zbekiston ona-onajon", "Sharq taronalari" International Music Festival. In the process of singing, as a result of referring to the educational materials in the "Alphabet of the Constitution", students are taught to understand the homeland, duty, legal knowledge, and the ability to apply them.

5. Many songs about nature are included in music textbooks of secondary schools. For example: Songs such as "Boychechak", "Kuz", "Navro'z bayramiga", "Oppoq qish-ey oppoq qish", "Sumalak", "Quyosh bilan suhbat", "Chamandagi gullarmiz", "Kapalak", "Parvozdagi qushchalar", "Yong'ir yog'aloq", "Binafsha", "Baxor sog'inchi", "Bahor valsi", "O'lkamizga bahor keldi" are among them. In conversations about the work after listening to and singing such works, the interdisciplinary connection, the integration of knowledge in a generalized system of teaching materials. Ecological cultures of students are formed due to a deeper understanding of the specifics of ecological knowledge in the teaching of biology, botany, ecological knowledge in connection with the natural sciences.

6. In teaching music lessons, reference is made to historical science or historical evidence, and information is provided about the history, period, and authors of the works being studied or listened to. Even in the field of music education, it would be appropriate to provide information about the modern music notation, which is based on the science of music, the scholars who have studied its theory, and the scientific pamphlets, they have created. Referring to historical data, using it as a means of proving ideas in the didactic principles of pedagogy compatible.

Among the social sciences, history has a special place. It is the study of the causes of events and happenings, the process of events, and their consequences on a scientific basis, based on evidence, from the time when the signs of life appeared on earth to the present day.

We know that, as in all forms of art, the art of music expresses life, events, and happenings, processes related to human life in musical and artistic images. The art of music reflects the spirit of the time in which it was created. In this sense, the connection between the science of music and the science of history can be explained as follows:

All nations have their own history of music culture and laws. The history of the development of music culture is closely connected with the history of this nation. In music lessons, it is necessary to study historical, social, thematic, classical and status samples of folk music, the period of their creation, famous performers, authors, and the circumstances in which they are told. In music lessons, it is advisable to provide direct information on the history of music, even in the form of music. Great scholars who have made a great contribution to the development of world music: Abu Nasr Farabi, Ibn-Sino, Ibn Zayla, Sayfiddin Urmavi, Abdulkadir Maroghi, Darvish Ali Changi, Abdurahman Jami, A.Navoi, Kamil Khorezmi's contribution to the development of music science, his works, the flower of the musical culture of our people, information about the status, the words of the instruments and the history of their spread in Europe. Of course, it plays an important role in educating them.

7. In the primary grades, more attention is paid to the organization of children's play, dance, based on the physiological characteristics of the character, outlook, psychology (attention, memory, physical development). In this process, the rhythmic movement in accordance with the requirements of the science of physical culture, the skillful use of dance elements also correspond to the content and essence of interdisciplinary communication.

8. Tasks such as analyzing the works in the process of listening to music, and then imparting to the students in their imagination the images expressed in the ideological content of the work according to their impressions of the musical work and drawing corresponding pictures, drawing from students requires them to act on the knowledge they have acquired from their sciences. Representing musical symbols (flowers, birds, landscapes, animals, trees, etc.) in pictures that are beautifully expressed in music encourages students to become more interested in the subject and to make positive changes in their attitudes.

Results and Discussion

There is also a wide range of mathematical knowledge (length, division, counting, intervals, and tone structure of notes) in music lessons.

If we focus on the specifics of music lessons directly related to the disciplines related to the art of music, it can be said without exaggeration that the specialized disciplines of the curriculum of higher education institutions for the training of music education teachers. All the disciplines in their place participate in one or another component of the music lesson in their place, without their participation it is also impossible to pass music lessons. While vocal and choral work is central to singing, the science of conducting helps in managing group performance. Music literacy activities are based on knowledge of harmony, analysis of musical works, and solfeggio. Listening to music requires a direct analysis of

musical works, music history, art history, folklore sources, materials and information. One of the key factors in the success of a lesson is the accompaniment of a piece of music by the teacher and the accompaniment of the children's performance on a musical instrument.

Conclusion

Apparently, there is a need to imagine that the science of music can carry out its educational and pedagogical tasks without the involvement of a wide range of disciplines, and to accelerate this process.

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