



THE ROLE OF MUSIC TRAINING IN THE COMPREHENSIVE DEVELOPMENT OF SCHOOLCHILDREN

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ABSTRACT

Of all the arts, it is music that most directly influences human perception, because it has a strong influence on the subconscious level not only on a person's feelings, but also on his mind. Music reflects a person's moods and experiences, his emotional world. The subtlety, strength and diversity of mental states revealed in music constitute its main content.

KEY WORDS

Music, method,
training, development,
technology.

Introduction

Music plays an important role in human society. Its developmental, educational and upbringing factors influence the formation and development of the personality, its value orientations. Music as a necessary component of the socio-cultural life of a person can serve as a factor of social identification, that is, express a person's belonging to a certain social group, activate the emotional state of a person or promote his relaxation. Considering the fact that music permeates all spheres of our life, a modern person is constantly in a sound (musical) space, the problem of managing the impact of a developing musical creative environment is acute, in order to provide a musical and sound space that meets the formation of a healthy, holistic creative personality [1].

MATERIALS AND METHODS

Due to the fact that music is a developing form of art (unlike painting, graphics, sculpture), it has the ability to convey changes in mood, experiences, and the dynamics of emotional and psychological states. Each piece of music has a certain sensory program that unfolds over time. The outstanding teacher V.A. Sukhomlinsky believed that musical education is not the education of a musician, but first of all the education of a person, that without musical education the full mental development of a child is impossible. He argued that music is not only a great source of emotions, but also thoughts. Listening to music, a child learns about the world around him, its bright sides and colors. Musical images are born in his imagination, which reveal to the child in a new way the features of objects and phenomena of reality. The child lives in that bright world that is born under the influence of music. Therefore, the basics of musical culture, that is, the ability to perceive, feel, understand, and experience a musical image, a person must certainly master from early childhood. According to Sukhomlinsky, what is missed in childhood is difficult, almost impossible, to make up for in

adulthood. As a rule, a person who does not love and understand music is an emotionally underdeveloped person. He is not able to deeply feel, understand the experiences of another. A huge problem of our time is the low level of musical culture in our society, lack of interest in the basics of classical music. As a result, schoolchildren and students are not sufficiently familiar with classical art, museum collections, and have no idea about concerts where you can hear the "live" sounds of such music. According to sociological research, the main types of leisure activities of Uzbek children and adolescents are computer games, watching television programs and listening to pop music. But the craving for pop music leads to satiety, destroys all aesthetic ideals and needs. Today, a type of person is being formed who is incapable of active, creative perception of real art, who does not experience any deep feelings. Speaking about the perception of music of academic genres by a listener without professional musical training, researchers often encounter a lack of understanding of this layer of culture and even its rejection. In order to avoid a "gap" between real, great art and modern entertainment music, our state must direct considerable efforts to ensure that from kindergarten to the last grade of school, children are in the hands of creatively thinking and creatively teaching teachers who are able to teach not only to love and understand music, especially classical, but also to perceive it correctly, to understand its language [2].

RESULTS AND DISCUSSION

Music is of primary importance in the upbringing of the younger generation. In order for children to treat the world around them with kindness and empathy, they need to learn to listen and understand it from an early age, and music lessons can teach them this. A music lesson is the main form of organizing music education at school. And although there are still music clubs, optional classes are conducted, but a music lesson that covers all children will never lose its significance. The goal of a music lesson is to educate and develop aesthetic feelings in children, a correct understanding of beauty, expand their knowledge, and cultivate high artistic taste by means of musical art. Music lessons are characterized by a special emotional atmosphere that should excite children, evoke certain moods and experiences [3]. The role of the teacher is great in this process. He/she should not only love his/her profession and strive for perfection, but should "infect" children with love for music, instill in them a sense of beauty, convey his/her attitude to music not only by expressive performance of the piece, but also by words, facial expressions, gestures, help children enter the world of musical images, feel their expressiveness. The quality of a modern music lesson is largely determined by the activity of children, the use of methods that arouse their interest, and the individual approach of the teacher to each student. But the presence of a music room and its equipment is of great importance. In recent years, great changes have occurred in the field of education: computer classes, modern technologies are appearing, the Internet is penetrating school life. A music room requires aesthetic design, which should contribute to the creation of the atmosphere necessary for an art lesson, a creativity lesson; it is necessary to have children's musical instruments and preferably two sets (for conducting musical games "Guess your instrument", "Echo"); visual aids (reproductions, illustrations), interactive boards and projectors are now appearing in schools, with the help of which it is possible to show a higher-quality image on the entire screen; records have become a thing of the past, a computer with compact discs has appeared, which also ensures the purity and quality of sound. All this makes the lesson interesting, one might say exciting, having a greater impact on the emotions and feelings of schoolchildren, but nothing in the lesson can replace "live" music - the teacher's

performance of pieces on a musical instrument, his exciting word, instilling in the souls of children a love for the beautiful, teaching how to correctly perceive a musical image, its mood. Music, directly influencing the feelings and consciousness of a schoolchild, forms his moral character. Works of various emotional and figurative content encourage children to empathize. The perception of musical works about native nature fosters a sense of love for the Motherland, Uzbek folk and classical music evokes a sense of pride, respect and love for one's people and their artistic heritage. The richness of genres of music helps to perceive heroic images, lyrical mood, humor, and perky dance melodies. Music lessons introduce children to the music and characteristic movements of national dances of other peoples (IV grade), which helps schoolchildren to comprehend the individuality of the musical language of each nationality and teaches them to show respect for the world heritage [4].

Solving the problems of musical education of schoolchildren requires the teacher to optimally select methods depending on the characteristics of musical activity and the capabilities of the students. Success accompanies the teacher who approaches the matter creatively, including in the work not only the active part of the class, but also the less proactive students. By arousing children's interest in music, the teacher enriches their inner world, generating a feeling of joy and satisfaction in their souls. Collective actions of the class contribute to the solution of educational problems - this is singing, games, musical and rhythmic movements, playing children's musical instruments - moments when the children are united by common actions that require joint efforts from all participants, and common experiences create fertile ground for common development. Various types of activities, their alternation, tasks require children to be attentive, to react well, to be organized - this is the simultaneous beginning and end of a song, dance, accompaniment on children's instruments, the ability to obey the music, restraining the natural children's instincts to hurry, to overtake - all this develops the child's will, a sense of responsibility, camaraderie, and forms the moral qualities of the student's personality. All types of activities in a music lesson (perception, singing, musical and rhythmic movements, playing children's musical instruments) are closely connected with mental processes, that is, they require attentiveness, observation, and intelligence. Creative tasks are of great importance, that is, problem-search situations that require high mental activity: children improvise, create their own versions of a melody, accompaniment, rhythmic pattern for a certain text, dance movements, depict a character from a game or fairy tale, using expressive movements, facial expressions, gestures, while the children stop being shy, become more relaxed [5].

CONCLUSION

Correctly understood and well-organized musical education ensures a high level of culture and education for each person, promotes the comprehensive development of the individual, his aesthetic, mental, moral and physical improvement, helping in the formation of a richly and harmoniously developed personality.

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