



World Conference on "Integrated and Life-long Education of Modernity"

## Artistic and Aesthetic Characteristics of Musical Activities

**Sharipov Nigmatdjan Satibaldiyevich**

Acting Professor of the Department of "Performance on Folk Instruments", State  
Ronconservatory of Uzbekistan

**Abstract.** This article describes the artistic and aesthetic features of using musical activities in music lessons, as well as musical works related to these activities.

**Key words:** Educational system, musical culture, types of musical activities, musical literacy, listening, singing, musical instruments.

Developing the modern education system and bringing it up to world standards is one of the priority tasks of the education sector. Music culture is especially important in the spiritual development of the youth of our society. Wide use of the educational opportunities of our national music, arming the growing young generation with musical knowledge, thereby educating them in an active positive attitude and interest in the national traditions of our people, the masterpieces of our culture and spirituality, is an urgent task.

It is not an exaggeration to say that President Shavkat Mirziyoyev's speech at the meeting held at the Cabinet of Ministers on the topic "*Our main goal is to further improve the development of our country and the well-being of our people*" clearly demonstrated the plan of the strategic work that will be carried out in this five-year period under the new composition. The purpose of this lecture was to draw attention to the new five-stage strategy, as well as to current issues that are gaining importance in the social and cultural life of our country. In this speech, our head of state focused on all areas of the people's interest, and especially emphasized that modernization of the country, fundamental improvement of the education sector, and ultimately supply of competitive personnel for the national economy are among our priority goals.

According to social requirements, music lessons in education are conducted in grades one to seven, and each lesson is spent performing various activities.

### **Musical activities –**

- sing,
- listening to music,
- music literacy,

The additions include: musical rhythmic movements, children's playing on toy instruments, musical creativity, familiarization with instrument sounds, familiarization with materials related to the history of music, and various other activities.

Despite this, the aspect of the music lesson that differs from other subjects in the school is practical activity, i.e. implementation of executive activity, organization of an artistic process. The organization of this artistic process has its own characteristics:

- In order to perform singing or listening activities, it is necessary to have a comfortable mental and emotional environment, a comfortable situation in the group of students.
- children should be prepared in advance for singing or listening activities, they should have an appropriate mood and mental state.
- It is desirable that the work to be sung should be interesting to a certain extent for children.
- it is important that the music teacher has the ability to convey this work to children, to be able to interest them in the activity of singing.

Also, the existing musical abilities of students play an important role in ensuring the success of singing activities.

Abilities are such individual mental characteristics of a person that the acquisition of knowledge, skills and abilities depends on the level of abilities. But these features themselves do not depend on knowledge, skills, and qualifications. Abilities are manifested in the acquisition of knowledge, skills and abilities. Ability is the basis for qualifications, skills and knowledge. It is based on opportunity and ability. Since human ability is an opportunity for knowledge, skills and abilities, the acquisition of knowledge, skills and abilities based on this opportunity depends on many things, including the effectiveness of educational organization and certain environment and conditions.

Musical abilities consist of opportunities for musical activity, and for their development and improvement, internal and external conditions are needed, which is manifested only in musical activity itself. It is known that intellectual development takes place in the process of education. Now a child who cannot solve a problem independently solves it with the help of adults. After gaining experience, he learns to do it independently. That's why researchers recommend studying it at least three times to determine human ability. The first task is solved independently, the second time it is solved with the help of an adult, and the third time it is performed independently with correction and understanding.

In particular, it is desirable to determine the musical ability of the child by comparing the results of the study at least three times. If the quality change in the child is the same in all three cases, it can be concluded that the child's ability is not high. A person's interests are the main factor in the development of human musical ability and its further development.

Voice capabilities of students are important in performing singing activities. Also, in this activity, it is necessary to have collective activity, that is, the need to sing, and the desire of children to listen to each other and perform the activity. It is important for students to have musical auditory imagination, the need to listen, and interest in listening to certain genres of music. In addition, it is desirable to have the need to listen to multi-voiced music, the ability to listen to harmonics, while listening to different musical works, genres, directions, ensembles and orchestras of different compositions, distinguishing them.

Let's take an analytical look at the musical works presented for listening in school textbooks:

***In the first grade*** - the main part of the presented musical materials is intended for listening. In particular, the listening material starts with the National Anthem of Uzbekistan, as well as "Yurish March" with the music of F. Nazarov, folk song "Hawthorn", "Piano" with the music of J. Najmiddinov, "Autumn" with the music of S. Abramova, There are folk songs

"Chertmak", "Spring Waltz" with music by M.Mirzaev.

**In the second grade** - folk song "Dutor Bayoti", folk song "Kari Navo", "Gulkhan" reworked by D.Zokirov, Uzbek folk song "Chamanda Gul", folk song "Norim-Norim", folk song "Khorazm Lazgisi" ", "Gullola" with the music of I. Akbarov, "Song of a healthy generation" with the music of Sh. Yormatov, "Shahi sozana" with the music of A. Muhamedova, folk song "Gulbahor", N. Norho' Jaev's music "Turnaround from Uzbegim", I. Akbarov's music "Bahor", A. Mansurov's music "Muzkaimoq", folk song "Boychechak", D. Omonullaeva's music "My country-my country", H "Children" with Rahimov's music, "Polka" by M. Glinka are presented.

**In the third grade** - folk song "Andijan Polka", "Khorazm Lazgisi", folk song "Shunisi has something to say", folk song "Ferganacha", Uyghur folk song "Mother's Dream", A. Mansurov with music "Song of foot soldiers", "Shodiyona" with music by G. Kochkarov, folk song "Samoi dogoh", folk song "Zafar", folk song "Dil song", folk song "Shodlik", "Spring waltz", folk song "Hey, lola", folk song "Garduni segoh", folk song "Usmaniya", P. Tchaikovsky's "March of the Wooden Soldiers" with music by M. Mirzaev were presented.

**In the fourth grade** - folk song "Yallama Yorim", "Ajam 2" song, folk song "Shodiyona", "Alla", "Yor-Yor", folk song "Charkh", folk song "Norim-Norim", folk song "Mirzadavlat" , such works as "Korboron" with the music of A. Mansurov, "Songs of Ramadan", folk song "Navrozi Ajam", "Qarabayr" with the music of F. Sodikov are presented.

With this, we will complete the review of the materials of primary classes presented for listening and move on to secondary classes.

**Fifth grade** - "Poema" by M. Bafoev, "Sevinch" by T. Kurbanov, "Shodiyona" by F. Alimov, "O'zganacha" by B. Umidjonov, "Childirma Chalay" by D. Omonullaev, "White Dove" by B. Umidjonov ", "Patterns" by M. Bafoev, "To'yona" by T. Kurbanov, an excerpt from the 3rd symphony of M. Tajiev, an excerpt from the overture to "Navroz Bayram" by A. Mansurov, "Mirzachol" by S. Yudakov, vocal-vocal symphonic excerpt from the suite, excerpt from L. Beethoven's 5th symphony, excerpt from M. Burkhanov's "Ode to A. Navoi", excerpt from S. Yudakov's cantata "My Homeland", excerpts from the class audio library of opera, ballet, musical drama and comedy, excerpts from children's fairy tales , an excerpt from the ballet "Swan Lake" by P. Tchaikovsky, an excerpt from the ballet "Tomaris" by U. Musaev, "Spring Waltz" with music by M. Mirzaev, an excerpt from the musical drama "Tahir and Zuhra" by T. Jalilov, "To "Yal Mubarak" and "Otmagay tong" songs, excerpt from the musical comedy "Stone Lover" from the class audio library, class audio library excerpts from the musical drama "Arshin Mol-Olon", excerpts from the musical drama "Fatima and Venus" by F.Alimov, watching the musical fairy tale "Adventures of Fatima" by A. Nabiev, excerpts from the opera "Ruslan and Lyudmila" by M.Glinka, J. Verdi's " Excerpts from the operas "Aida" and "Rigoletto", the song "Where is this sweet navo" from the opera "The Magic Flute" by V. Mozart, the overture from the opera "Carmen" by J. Bizet, arias and songs from Uzbek operas, " Arias and duets from the opera "Dilorom", excerpts from the opera "Maysara's Work", works such as "Sultan of Animals" by A. Mansurov from the class's audio library were presented.

**In the sixth grade**, the folk song "Dilkhilroj", "Tasnifi Buzruk" from Buzruk status, "Bayot", "Mushkiloti Dugoh", examples from the epic "Rustamkhan", excerpts from operas or symphonies in the textbook, "Independence tulips" with music by R. Abdullaev, A. Mansurov "Mother of Uzbekistan", a song performed by the "Yalla" group, "Sharq taronasi" with the music of D. Omonullaeva, examples of Iranian folk music, examples of Arab folk music, examples of Chinese and Uyghur folk music, Japanese folk music samples, samples of

## World Conference on "Integrated and Life-long Education of Modernity"

Kazakh and Kyrgyz folk music, samples of music of eastern peoples, "Elizabeth" by L.Beethoven, "Spring Missing" by W.Mozart, excerpt from the 40th symphony by W.Mozart, "Heroism" by L.Beethoven it is recommended to listen to excerpts from his symphony, samples from the works of F. Chopin, samples from the works of M. Glinka, samples from European classical music.

**Seventh grade** - in the textbook "Dombira song", "Boljuvan" song, "Mavrigi", "Ufor" song, "Shodiyona" song, "Yallama yorim", "Tanovor", "Yuzbir" song, "Your voice" song, " Ganji Karabog", "Savti Suvora 1", "Samoi Dogoh", "Koshchinar", excerpt from "Tasnifi Rost", "Mongolian Dogoh Kashkarcha", "Sarakhbori Segoh", "Nasrullai", Works such as "Peshrav" tune, "Kari navo", "Navo nakshi", "Nasrullo", "Segoh" tune, "Dugoh Husayni" are presented from Khorezm maqams.

**Music literacy** The activities carried out mainly consist of learning the theoretical aspects of music, the expression of musical tones in notation, modes, tonalities, intervals, sound extension, repetition of a certain part of a piece of music. By classes, the following situation is observed in primary classes:

**In the first grade** - singing of vowels and consonants, getting to know national instruments, saying the name of sounds to the right and left, loud and soft, strong and thick sounds, ensemble, orchestra, soloist, left key, composer, poet, musician and singer, length and shortness of sounds, placement of notes on a musical score, national musical notes, quarter, semi-quarter, half and whole notes, rebus-games on identifying notes, composers M. Burhonov, F. .Nazarov, Y.Rajabiy, G'.Kadirov, M.Mirzaev, as well as riddles on finding note names.

**In the second class** - sheet music, counting them, quarter and half-quarter pauses, beat, beat line, instrumental notes, composers I. Akbarov, Sh.Yormatov, A. Mansurov, N. Norkhojaev, D. Omonullaeva, M. Glinka, major and minor, conducting exercises, return sign, melody and its structure are analyzed.

**In the third grade** - from composers R.Abdullaev, F.Alimov, H.Rahimov, L.Mujdaboeva, P.Tchaikovsky, exercises of conducting movements, quarter and half-quarter pauses, choral piece and ensemble, orchestra, major and minor, sixteenth notes, triad, dotted note, alteration signs, dynamic signs in music, major and minor triad, national instrument notes, reprise, variable and fixed return, syncopation, alteration signs are studied.

**In the fourth grade** - scales, song genre, C major chord, alteration signs, national instrument lyrics, photos of famous musicians, composers T. Jalilov, I. Ikromov, K. Jabborov, F. Sodikov, I say, pause, rest and percussion instruments, minor scale, circle instrument, alla, 6/8 measure, singing exercises are presented.

According to secondary school textbooks, the following scenario is observed:

**In the fifth grade** - properties of noisy and musical sounds, orchestra and its types, materials about noisy and musical sounds, keys in music, notation and their writing, sound lines and octaves, tones and semitones, signs of alteration in music, scores and pianos, in music dynamic markings, bar extension marks, pauses in music, concept of intervals, return and punctuation marks in music, cantatas and oratorios, rhythm (method), beat and bar line, measures in music, breaking notes into beats Conducting, conducting, 2/4, 3/4, and 4/4 time signatures.

**In the sixth grade**, singing is performed under the guidance of a conductor of exercises of different tonality, measure and character.

**In the seventh grade** - to strengthen knowledge about intervals, pauses, tonic, semitone and

whole tone, major tone, natural minor, method, singers M. Sherozi, J. Sultanov, composers Yu. Rajabi, Shoberdi Bakshi Boltaev, Haji Abdulaziz Rasulov, Bolabakhshi Abdullaev, Fazil Yoldosh ogle, tanbur player T.Alimatov, kashkarcha method, Buzruk status phonics, Rost status phonics, Ufor, Dugoh status phonics, Segoh status phonics, Iraq status phonics, intervals, methods materials such as strengthening knowledge, natural major scale (sound), natural minor scale (sound), dynamic symbols, strengthening knowledge about ufar are presented.

In conclusion, it can be said that the materials intended for all musical activities in the school music textbooks are arranged in a certain consistency and in a logical way, and in order to fully convey these materials to the students and to form their interest in these activities, music A great pedagogical task lies before the teacher. Complete fulfillment of this task is important for the formation of students as perfect human beings.

**References:**

1. Abrorova M. and others. Music. Methodical manual for teachers. 2nd class. - T.: "G". Publishing house named after Ghulam - printing creative house", 2008.
2. Begmatov S. and others. Music. Textbook for 6th grade. - T.: "G". Publishing house named after Ghulam - printing creative house", 2008.
3. Ibrohimov O. and others. Music. Textbook for 7th grade. - T.: "G". Publishing house named after Ghulam - printing creative house", 2008.
4. Kharatova Shakhlo "USE OF INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS" Science and Education ISSUE 3, March 2022;
5. Norkhojaev N., Nurmatov H. Musical alphabet. Textbook for 1st grade. - T.: "Publishing house named after G. Ghulam - creative house of printing", 2008.
6. Omonullaev D., Nurmatov H., Mamirov Q. DTS and curriculum of general secondary education. Musical culture. - T.: "Teacher", 2008.
7. Saipova. D. "Music teaching theory and methodology" T. 2009.