



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

## **Stages of Development of Artistic and Aesthetic Taste of Elementary School Students through Music and Content of the Pedagogical Process**

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**Abstract.** This article discusses the unique pedagogical and psychological features of music lessons in the development of artistic and aesthetic taste of elementary school students.

**Key words:** music, art studies, character, perception, visual, game.

At school, music is one of the means of aesthetic education and training of students, with the help of which children's musical abilities are formed and developed, love and interest in music is aroused, and the initial skills and abilities of collective performance of musical works are formed.

The word "music" is Greek (literally "art of musicians"). In the literature of art studies, music is understood as a type of art that reflects reality and affects a person through meaningful and specially organized sound sequences of pitch and time consisting mainly of tones (sounds of a certain pitch) <sup>1</sup>.

The natural and human world is filled with sounds. The system of musical sounds has developed historically. It contains special sounds: processed, built in a certain relationship, located in a certain order. Music is the leader among many other types of art according to the power of influence on people <sup>2</sup>.

Compared to other forms of art, the possibilities of music are unique. His images do not have a clear image and are very abstract, abstract. Music does not describe real objects. It gives the perception of events, characters, destinies, things in a generalized sense. It embodies a generalized image of the emotional experience of the world in a unique musical form. The German composer R. Schumann did not say for nothing that music begins where words end. Words are sometimes powerless to express the depth of the human soul and heart. Only music can enter the wordless, inexpressible world<sup>3</sup>.

It has always been talked about the exceptional possibilities of music's influence on a person, especially a child, on his emotions and mental state. The strength of this effect largely

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<sup>1</sup> Музыкальная энциклопедия. /В 6-ти т./ Гл. ред. Ю.В.Келдыш. – М.: «Сов. энциклопедия» - «Сов. композитор», 1973. - т.4.

<sup>2</sup> Воспитание младших школьников. /Под ред. Грекова В.А. – М.: Академия, 2000.

<sup>3</sup> Куренкова Р.А. Эстетика: Учеб. для студ. – М.: Владос – Пресс, 2003.

depends on the listener's emotional sensitivity, willingness to communicate with real art, how close this or that music is to him<sup>4</sup>.

Introduction to musical art helps to educate schoolchildren's moral and aesthetic feelings, to form views, beliefs and spiritual needs.

Music expresses many feelings, experiences, situations, colored by the depth of experience of the author - the composer or the people. Music captures the surrounding reality, people's lives, natural phenomena and objects in vivid images. The famous teacher V. A. Sukhomlinsky called music a powerful tool of aesthetic education: "The ability to listen and understand music is one of the elementary signs of aesthetic culture, without which one cannot imagine a complete education"<sup>5</sup>.

Through emotion, music has an unequivocal effect on specific actions, actions, and the formation of worldviews and worldviews of schoolchildren<sup>6</sup>.

Therefore, music is one of the most powerful means of communicating and uniting people to experience the beauty of the era, to confirm great ideas, to form a person's attitude to society, and to perceive reality. Music is able to reveal its beauty to children, it can bring them endless joy or fear and terror. He is able to raise a person to heroic courage, increase his strength in work tenfold, and sometimes deprives a person of all strength.

Music is of particular importance in the system of aesthetic education. Reflecting reality in sound images, it reveals the inner world of schoolchildren, all the wealth of thoughts and feelings. Music, with its own means, is called upon to solve the aforementioned tasks of aesthetic education<sup>7</sup>.

An important place in our research is to study the criteria of aesthetic education, including:

availability of aesthetic knowledge;

Development of aesthetic feelings;

the presence of aesthetic interests;

participation in artistic creation.

One of the most important tools of aesthetic education is the art of music - a unique form of social consciousness, which is a figurative reflection of life.

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<sup>4</sup> Дмитриева Л.Г., Черноиваненко Н.М. Методика музыкального воспитания в школе: Учеб. пособие для студ. сред. учеб. завед. – М.: Academia, 1997

<sup>5</sup> Актуальные проблемы формирования личности на материале народной культуры. – Шуя, 1994.

<sup>6</sup> Эстетическое сознание и процесс его формирования. – М.: Просвещение, 1981

<sup>7</sup> Кабалевский Д.Б. Воспитание ума и сердца: Кн. для учителей. /Сб./ – М.: Просвещение, 1981

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