



Developing Musical Skills In Students Of Children's Music And Art Schools

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Annotation: The works of music created by our great ancestors have given spiritual strength to our people and children since time immemorial, calling them to friendship, honesty, purity, moral beauty, and joy of life. Therefore, the law was established by our state for our youth to have an impeccable status, especially in music and art schools, and wide opportunities were opened for them. The famous book "Avesta" and other written monuments, the traditions of the peoples of Central Asia, the archeological elements of weddings give a clear idea that the art of music was initially syncretic. Dervishes have long been part of the Zoroastrian prayer choir sung in temples.

Key words: Pedagogy, education, technology, method, innovation, educational process.

Bolalar Musiqa Va San'at Maktablari O'Quvchilarida Musiqiy Qobiliyatlarni Shakllantirish

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Annotatsiya: Buyuk ajdodlarimiz yaratgan musiqa haqidagi asarlar xalqimizga, farzandlarimizga azaldan ma'naviy quvvat bag'ishlab, ularni do'stlikka, halollikka, poklikka, axloqiy go'zallikka, hayot quvonchiga chorlab kelgan. Shu bois davlatimiz tomonidan yoshlarimizning, ayniqsa, musiqa va san'at maktablarida beg'ubor maqomga ega bo'lishi uchun qonun belgilab berildi va ular uchun keng imkoniyatlar ochildi. Mashhur "Avesto" kitobi va boshqa yozma yodgorliklar, O'rta Osiyo xalqlarining an'analari, to'y-hashamlarning arxeologik unsurlari musiqa san'atining dastlab sinkretik bo'lganligi haqida aniq tasavvur beradi. Darveshlar uzoq vaqtdan beri ibodatxonalarda o'qiladigan zardushtiylik ibodat xori tarkibiga kiradi.

Kalit so'zlar: pedagogika, ta'lim, texnologiya, metod, innovatsiya, o'quv jarayoni.

Аннотация: произведения о музыке, созданные нашими великими предками, всегда давали духовную силу нашему народу и детям, призывая их к дружбе, честности,



чистоте, нравственной красоте и радости жизни. Вот почему наше государство установило закон о безупречном обучении нашей молодежи статусу, особенно в музыкальных и художественных школах, и открыло перед ней большие возможности. Знаменитая книга «Авесто» и другие письменные памятники, традиции народов Средней Азии, археологические элементы свадеб дают четкое представление о том, что музыкальное искусство изначально было синкретическим. Дервиши - это часть зороастрийского молитвенного хора, который издавна исполняется в храмах.

Ключевые слова: педагогика, образования, технология, метод, инновация, процессе обучения.

Since the wonderful national experiences reflected in our national songs evoke feelings and memories of specific social events in the minds of our people, students compare them based on objective and subjective psychological considerations. Listening to the songs, students are deeply moved by the imagination that arises during the performance, they show such emotional states as joy and enthusiasm. Therefore, songs have a special educational significance in the moral and aesthetic education of students; they are excellent spiritual food in the development of patriotic, selfless people, instilling national values, traditions, morals, etiquette, informing them about the musical heritage of our ancestors. This is why it is very important to know and develop students of music and art schools from the first day they enter school, it is very important to develop the innate abilities of students studying in music and art schools.

Abilities are an internal state that is formed and developed in the process of human interaction with the outside world. One of the important tasks of music education is the development of children's musical abilities in music and art schools. D. Marcell, an American psychologist, author of many works on music, revealed the foundations and social significance of music education. "Creativity is the ability to express yourself, it is innate and can be developed." To develop students' musical understanding, it is necessary to enrich and strengthen their understanding of how to listen to and perceive music. Creativity helps students develop their musical abilities.

Musical abilities are a unique combination of a person's emotional sides and abilities, manifested in musical activity. The importance of musical abilities lies in the fact that they educate a person morally, aesthetically and spiritually, develop his psychological culture, and create a spiritual basis for the formation of a versatile, mature person capable of independent creativity. Musical talent in children is an innate ability to express oneself in the field of singing, playing musical instruments, and musical creativity. Skill Development - A teacher who is in constant contact with students and monitors their development must realize that motivating students for mental learning processes, activating them with appropriate pedagogical tools for mental development, contributes greatly to the development of their overall musical abilities. Thus, developing this field on a large scale by training talented students through music and singing is primarily the responsibility of music teachers.

The main task is to educate and educate gifted and talented students in music and art schools with an emphasis on professional training in all musical instruments. Therefore, it is necessary



to improve students' musical creativity by playing musical instruments in specialized classes in music schools. That is, it is necessary to shape the creative abilities of students, developing their performing skills on musical instruments, taking into account their age. The pedagogical possibilities of using musical instruments are expanding, listening to music, singing, musical rhythmic movements, playing musical instruments - this is a set of skills that allow one to express oneself in the field of musical creativity. Methods and techniques for deepening knowledge of students' interests through musical instruments. Methods of teaching musical instruments increase the effectiveness of teachers and develop their professional competencies. Therefore, solo instruments are taught in music schools as a specialty, and from an early age the mood of love for one's profession is instilled.

In the Decree of the President of the Republic of Uzbekistan "On organizing the activities of the Union of Composers and Bastakors of Uzbekistan" PP-3212-son dated 08/15/2017. it is said that "...At present, in raising the cultural level of our people, educating our compatriots, especially the younger generation, in the spirit of high humanistic ideas, love and devotion to the Motherland on the basis of national and universal values, the role and importance of musical art is limitless."

Musical abilities are "individual psychological characteristics that determine the success of performing an activity or a series of activities, which cannot be reduced to knowledge, skills and abilities, but determine the ease and speed of learning new ways and techniques of activity.

Based on a generalization and analysis of the views of the authors of works on musical psychology: L.L. Bochkarev, V.V. Bogoslovsky, B.M. Teplov, E.I. Rogov, we consider "musical abilities" not in knowledge and skills, skills, but in the dynamics of their acquisition, in how quickly and easily the student masters a specific musical activity. The quality of the activity, its success and level of achievement, and also how this activity is carried out depend on the abilities.

The problem of developing the musical abilities of schoolchildren was studied by famous teachers and scientists E.B. Abdullin, A.D. Alekseev, L.A. Bezborodova, G. Bochkareva, N. A. Vetlugina, N.L. Grozdenskaya, B.M. Teplov, G. M. Tsypin. In their works, an original concept of musicality developed and B.V. Teplov considered the main indicator of musicality to be emotional responsiveness to music, and the main abilities included those associated with the perception and reproduction of pitch and rhythmic movement, and this is an ear for music and a sense of rhythm. At the same time, in musical hearing he identified two components - perceptual, associated with the perception of melodic movement (modal sense) and reproductive (the ability to auditorily imagine a melody). He considers timbre, dynamic, harmonic and absolute pitch to be the minor components of the musicality complex.

The main musical abilities include: hearing, memory, rhythm and natural motor skills.

Musical hearing has 2 types - relative and absolute. The feature of relative hearing is that it allows you to hear the pitch of a sound in accordance with or relative to another sound. Absolute (formal) pitch is divided into the following types: timbral, modal-harmonic, intonation and internal.



Musical memory is associated with development and awareness in a musical environment, with general memory. Memory capacity and its longevity are very important. Musical memory develops only through practice - the more material, the better.

Musical rhythm is associated with memorizing rhythmic figures in a musical text. The very ability to memorize rhythmic figures and hold them at a long distance during performance will greatly facilitate the educational process. Natural motor skills are a quick reaction, pace, coordination, agility. Physical signs of motor skills include a strong apparatus and structural features of the hand. All musical abilities are developed and revealed in practical activities, in class, through learned musical material.

B.M. Teplov identified the following three main features of the concept "ability":

"Firstly, abilities are understood as individual psychological characteristics that distinguish one person from another; no one will talk about abilities when we are talking about properties in respect of which everyone is equal.

Thirdly, the concept of "ability" is not limited to the knowledge, skills or abilities that have already been developed by a given person."

It should be noted that if a student cannot cope with the demands that an activity places on him, this does not mean that he has no abilities at all. It is likely that this child will need more time to acquire knowledge, skills and abilities, and his teachers will need to make much more effort to educate him.

In addition, a student's abilities may develop over time or manifest themselves in other activities.

In his article "On Musical Education," N.A. Rimsky-Korsakov divided musical abilities into 2 groups:

- 1) technical (playing a given instrument or singing);
- 2) auditory (musical ear). In auditory abilities, in turn, elementary and higher ones were distinguished; Elementary ones include harmonic and rhythmic hearing.

The upbringing of students' musical culture occurs simultaneously with the development of their musical abilities, which, in turn, develop in musical activity. The more active and varied it is, the more efficiently the process of musical development proceeds and, therefore, the more successfully the goal of musical education is achieved.

Let us recall that musical abilities can be special (performing, composing) and general - necessary for the implementation of any musical activity. For a music teacher, the most important thing is the general musical abilities of students. Modal feeling (emotional responsiveness to music), the ability to arbitrarily operate the musical-rhythmic feeling and the sense of the whole (musical form). These abilities, combined with the ability to feel the content of music, constitute musicality.

Conclusion:

The article is aimed at identifying the musical abilities of students, identifying the basic musical skills needed by students of music schools and art schools, as well as the classification of basic musical skills aimed at improving the learning process.



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