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Research Article

TECHNIQUES OF TEACHING MUSIC CULTURE IN ELEMENTARY SCHOOL

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ABSTRACT

This article discusses techniques of teaching music culture in primary school. When the teacher arranges the selected musical works in a certain order, the volume of the students should take into account the passion and pleasure, the preparation in the field of music and singing. The basis of music education for students is to sing in the choir, because the task of developing their ability to music, to increase their love and interest in music is successfully fulfilled in the course of their activities. When teaching music in the classroom, the music teacher has to solve important problems. As you know, from the current state of music teaching, it is important to plan lessons based on the requirements of the new program.

KEYWORDS

Expression of music, melody, rhythmic speed, importance of expressiveness, registers, speed, dynamics, scales, teaching music, music culture, primary school, passion, pleasure, choir, requirements, new program.

INTRODUCTION

Today, the quality and effectiveness of music education depends entirely on the teacher, his/her

inquisitiveness, dedication, the degree of sense of responsibility. Every music teacher should ensure that

the students in the class he / she teaches have the knowledge, skills and abilities at the level required by the knowledge, skills and abilities to be acquired in the subjects at the end of the academic year. Therefore, we consider it appropriate to leave the question of how to conduct lessons to the discretion of the teacher. But, the teacher must work actively and selflessly with a clear purpose, remembering each stage of the lesson responsibly. It is also necessary to organize modern lessons in a creative and innovative way to give students a thorough knowledge and increase the effectiveness of the lesson. It is obvious that our lessons today are conducted in a way that makes our children bored day by day. Many teachers are still limited to organizing the lesson, reviewing the previous topic and assessing students' knowledge, explaining a new topic, reinforcing it, and doing homework. Such a lesson does not meet the requirements of today. This means that it is necessary to activate the student during the lesson, to cultivate him to be able to work independently. What is required of teachers today is to increase student engagement, because where there is activity, there is awareness.

THE MAIN FINDINGS AND RESULTS

A number of methodological and music-pedagogical requirements must be strictly adhered to in order to organize lessons in a modern way. First and foremost, a teacher must be theoretically and methodologically well-armed and dedicated to his or her profession. Second, the planning of music culture lessons ensures the effectiveness of music lessons. He must also love his/her classmates with the love of his child and remember that it is a difficult and responsible task to bring up the younger generation as a mature and harmonious generation of the future. The meaningful and effective use of this power depends on the professionalism of the music teacher.

The importance of music education in educating the younger generation as highly cultured, aesthetically developed people is invaluable. In this article, we present the content and essence of music education based on the new curriculum. Based on the state educational standards and educational requirements, we will briefly discuss the essence of music education, forms of music education, the content of music education.

Encouraging students to do research, the role of increasing the effectiveness of the lesson in the organization of partnerships in the educational process is invaluable. Because in the current educational process, students are not given knowledge in a ready-made way, they are focused on solving problems themselves and in the process acquire new knowledge. Taking into account the role of music education in the development of students' thinking, the main purpose of music education in general education schools is the ideological, emotional and moral education of students, the content of music culture in them, influencing the rise of the general culture through discovery and the spiritual formation of the individual.

In accordance with the requirements of the state educational standard and the new curriculum, the content of the lesson should be included in the curriculum for the first time. When teaching music in the classroom, the music teacher has to solve important problems. As you know, from the current state of music teaching, it is important to plan lessons based on the requirements of the new program.

An important component of our national values, in a sense, without the national music on which it is based, it is impossible to understand the power of the people's psyche, its feelings and experiences. In this sense, it is impossible to overcome some of the painful issues that arise and leave a complex mark on our

spiritual life without improving the musical taste and culture of our people, especially the youth.

As you know, the main purpose of music education in school is to create the following musical culture of students:

1. The development of musical skills requires the development of important skills of students, such as music reading, sense of rhythm, musical memory, melodic and harmonic reading, timbre reading, and thus the formation of vocal, choral and musical comprehension skills. In carrying out these tasks, it is important to study each student individually, increase their interest in music, and identify opportunities in the classroom. The selection of the repertoire, taking into account the effective use of various pedagogical methods, plays an important role.
2. Artistic and aesthetic education.

Music education, which is an integral part of aesthetic education, is a shining example of artistic education. Zero music lessons are mainly done through musical works. Therefore, it is important to teach students to listen carefully to each piece of music, to visualize the artistic images embodied in them through the sounds of music, and to evaluate them correctly. It helps to explain to students the artistic nature of music, its types and genres. In particular, in the study of each genre, listening to high-quality works of art performed by masters of art as an example plays an important role in shaping the artistic taste of students.

3. Moral and intellectual education. Abu Nasr al-Farabi, the ancestor of our national culture, describes the positive effect of music on the formation of personal development as follows. "Science is useful in the sense that it regulates

those whose behavior is out of balance, brings those who are immature to maturity, and maintains the balance of those who are out of balance. It's also good for your health".

It turns out that the basis of music is tone and sounds. But it should be noted that music is not just imitating the sounds of nature, repeating them as they are, but giving human content to the natural sounds, reflecting them more fully and brighter. After all, every piece of music has a specific idea or artistic content. The content of music is perceived as a result of the active flow of ideological and emotional feelings of the student. Therefore, a well-groomed musical taste plays an important role in understanding the ideological and artistic content of a piece of music. So, moral and intellectual education is the essence of artistic education. In carrying out this task, it is necessary to study the essence of folk music and the works of composers, the differences in their structure and genres. It is important to get acquainted with the works of famous artists, to know the period in which they lived, to know the period in which they lived, to study the works of their creation from a musical pedagogical point of view, to get acquainted with the fate and history of famous works.

When the teacher arranges the selected musical works in a certain order, the volume of the students should take into account the passion and pleasure, the preparation in the field of music and singing. The basis of music education for students is to sing in the choir, because the task of developing their ability to music, to increase their love and interest in music is successfully fulfilled in the course of their activities.

Enhancing music reading is a special vocal exercise for voice care and vocal choir skills, i.e., singing between three voices, low-pitched or high-pitched sounds, and parts of it on a fifth or octave scale, mostly in one voice.

It is important to recite passages from the poems, to “put the voice into the ceremony”. Singing skills based on notes are developed through similar exercises. Each lesson takes 3-6 minutes for this type of exercise.

The program includes singing with and without musical instruments. Singing without accompaniment helps to increase the reading of music, to sing in unison, to harmonize, to increase attention. When a musical instrument is sung in unaccompanied chorus, both the teacher and the students are aware of all the flaws in the song. That’s why it’s important to learn to sing without accompaniment.

It is known that the foundation of music education is laid in the primary grades. It will introduce Uzbek music culture and folk music to rare examples, gain the necessary knowledge about composers and composers, musical instruments, music. These knowledge and skills are based on a new program of music education courses based on clearly defined quarterly topics for the academic year in 5 types of activities in music culture classes.

- Sing in chorus.
- Music literacy.
- Listen to music.
- Perform actions appropriate to the music
- Children’s rhythmic accompaniment on musical instruments.

Based on these activities, the main task is to actively involve first-graders in music, to create musical impressions and create the necessary musical experience. As a result, it is intended to develop children’s musical taste and prepare them for a morally aesthetic perception of music as an art. Each type of musical activity used in a music culture lesson is an integral part of the lesson and should be goal-oriented.

Singing in a choir. Vocal and choral works are especially important in the creative development of children’s musical education, in doing so, the ability to engage students in singing depends in many ways on the fact that every exercise or song they learn is beautifully sung by the teacher. Because vocal choirs with young children are often based on singing in imitation of the teacher’s voice. That’s why a teacher needs to work on his or her voice regularly.

When performing vocal-chorus, the teacher adjusts the sound, the working range (mi-si), which is convenient for students to sing the primary sounds in the process of singing, the sound range (re-si) is clear.

In music culture classes, singing is taught in several stages.

- Get children’s attention to the song.
- Teacher’s introduction to the song (songwriters, some historical features, vital importance, character, song performance).
- Song analysis (means of musical expression, characterization through conversation).
- Teach the song into musical phrases (breathe correctly, save the sentence to the end, work on performance qualities).
- Achieve artistic performance of the song (short conversation about children’s ideas about the song, i.e generalization).

As mentioned above, it is possible to start the song teaching stages at any time, depending on the content and theme of the song. The main goal is to get students more interested in the song, to develop their independent thinking skills. Here are some ways to teach students to sing.

The Forward and Back method. In previous lessons, children are prepared to learn to sing by singing, and

then they are taught to sing over a period of time. This is used from time to time.

Oral methods. Encourage students to sing through storytelling and conversation.

Demonstration method. Expressive performance of a song, use of pictures, graphics, posters, techniques.

Practical method. The formation of vocal chorus skills is used to consciously analyze the means of musical expression.

Game method. To keep the song in the students' memory for a long time, to feel the rhythm, to take steps, to clap, to perform various dance movements, games, to strengthen the acquired knowledge and skills.

Music literacy. In music culture lessons, music literacy is not used as an independent lesson activity, but in other activities, musical works are used to perform artistic learning and performance on a literate basis. The content of music literacy is shaping students and expanding and deepening their horizons. Thus, music literacy serves the educational function of the lesson. Music literacy is the basic foundation and pedagogical goal of the new program, the quarterly topics covered, and the selected singing and listening works designed to cover them. They should be studied based on the students' impressions of their daily musical lives and their musical experiences and experiences.

Listening to music is done through several methods.

Demonstration method. The teacher will perform live, with pictures and equipment.

Practical method. Encourage students to engage in life experiences.

Method of comparison. In this case, the genres of works play an important role in the expression of performance, sound, and the development of artistic taste.

Accompanied by children's musical instruments, the melody develops a sense of rhythm. There are 5 types of music lessons (choir singing, music literacy, listening to music, pre-musical movements and accompaniment on children's musical instruments) and it is desirable to achieve a logical unity.

Oral methods. The teacher relates the content of the work to the children's lives. Depending on the content of the work, to give an interesting short story about the history of the authors of the work.

Accompaniment of children's musical instruments. This type of activity is the most fun activity because the children's musical instruments are interesting to each student as live, sound toys. Children's musical instruments primarily develop students' creativity and musical reading skills through the elements of performance. The use of musical instruments in children's music lessons gives good results and increases their motivation, interest and musical learning. There are two types of children's musical instruments used in music lessons. Noisy children's musical instruments.

First, the children listen to the music and clap to the rhythm. Children who have a clear rhythmic accompaniment to music will be accompanied on musical instruments. And for some as a baby gets older, he or she will outgrow this. Children's playing of musical instruments is performed on different instruments each time.

Rhythmic musical movements in the elementary grades are important for students' physical

development. Due to the fact that primary school students are active, playful, have unsteady attention, and their memory and speech are not fully developed, the types of musical activities should be changed frequently in music culture classes. Dance and rhythmic movements to the music help students focus, strengthen their memory, and grow physically. It is recommended to use the following types of movements during the lesson: stepping on marching music, running, dancing, performing elements, playing musical games, expressing the movements of music with different hand and body movements. It is known that the art of dance plays an important role in the culture of our national music and every child is interested in it. Dance moves increase student engagement in music lessons. Most importantly, children's musical ability to develop a sense of rhythm is actively developed through dance and rhythmic movements. Each type of action is pre-determined by the teacher and must be clear, beautiful and expressive. It is best to consciously listen to or sing the content of the music before performing each movement, and then perform the movements. Kids are also very interested in music. Many musical compositions use the game method. Each type of musical activity performed during the course, musical games, strengthens the memory of students, develops speech, helps them to be physically healthy and inspires, and increases their interest in music lessons.

Musical comprehension is the basis of all musical activities. You can't sing without listening to the rhythm of the music. But listening to music is not easy, because the character of each piece of music is reflected through the means of expression of music and is constantly evolving and moving. So you have to learn to listen to music. Listening to music can be learned in any musical process - singing, rhythmic movements, accompaniment on musical instruments,

music literacy. Teaching to listen and listen to music poses a number of challenges to the 1st grade teacher. First of all, the teacher should explain how music is different from other arts. It is important to be able to feel, understand, and listen to music. To do this, children need to know about the means of expression of music - melody, rhythmic speed, the importance of the expressiveness of the registers, speed, dynamics, scales (major and minor), and more.

Basically, listening to music is done in the following four conditional stages:

- Introduction.
- Performance.
- Conversation about the listened work.
- Listen again.

It is no coincidence that these steps are conditional. Depending on the structure of the course, the content and essence of the work, these stages can also be shortened or expanded. Singing skills in the first grade the formation of singing skills in the first grade is directly related to the development of musical listening skills. Singing in pure intonation consists of clear perception and clear performance of the heard sound. Sometimes there are students who can understand the sound of music but can't sing it correctly. Because there are children in the class with different characteristics and habits, the teacher should use methods that are appropriate for all children. As they learn to sing, they achieve their goal by slowly repeating, reciting vowels and consonants correctly, and counting the rhythm of the song. Given that children often imitate the teacher, the teacher has to sing the song before the students sing it.

CONCLUSION

In conclusion, several pedagogical goals have been identified, each of which is achieved through musical activity. Every type of music activity in the classroom is an integral part of the lesson and should have a clear pedagogical purpose. As they sing, they will need to be more involved in expressing, debating, and engaging in practical activities and evaluated fairly. Thus, music lessons should be planned according to the new program and should arouse students' love and interest in our national music.

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