

Developing musical skills in the process of studying large-scale works in art school students

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Abstract: The article provides recommendations for identifying students' musical abilities, revealing key musical skills needed for music school and art school students, and classifying and organizing basic musical skills to improve the learning process.

Keywords: development, musical ability, music culture, music school, lesson, science, information, education, analysis.

When we think about music education, first of all, the most important issue is how children perceive music, how they perceive music. Today, the importance of music education in the artistic and aesthetic education of students, in their development into spiritually mature, harmoniously developed people is becoming more and more evident. If we take a look at the cultural history of the Uzbek people, who captivate the whole world with their charming national songs, we will see that the art of music plays a special role in the life of our art-loving people.

Musical ability is a special psychological trait that determines "success in performing an activity or a series of activities without knowledge, skills and qualifications, but determines the ease and speed of learning new methods and modes of activity." Based on the generalization and analysis of ideas: L.L.Bochkarev, V.V.Bogoslovskiy, B.M.Teplov, E.I.Rogov, "musical ability" gives us knowledge and skills, but not in the dynamics of their acquisition, but how quickly the student's specific musical activity and is easy to master. The quality of an activity, its success and level of success, as well as how the activity is carried out, depends on the skills.

The problem of formation of musical abilities of schoolchildren was studied by well-known teachers-scientists E.B.Abdullinn, A.D.Alekseev, L.A.Bezborodova, G.Bochkareva, Vetlugina, N.L.Grozdenskaya, B.M.Teplovov, G.M.Tsy-pin, Teplov considered emotional sensitivity to music, and those whose main abilities are associated with the perception and repetition of sound and rhythmic movement Jukovysotnogova this musical sense of hearing and rhythm. At the same time, in the musical ear, he identified two components - sensations associated with musical movement (palm sensation) and reproductive (ability to hear music). He believes that the main components of the musical complex are timbre, dynamic, harmonic and absolute hearing.

Basic musical additions: hearing, memory, rhythm and natural motor skills.

Musical ability has 2 types - relative and absolute. The peculiarity of relative hearing is that it allows you to hear the volume at or near another sound. Absolute (formal) hearing is divided into the following types: timbral, intonation, and internal. Musical memory is associated with development and awareness in the musical environment, in general memory. The amount of memory and its duration is very important. Musical memory only develops in practice - the more material, the better.

Musical rhythm is associated with remembering rhythmic numbers in a musical text. The menu itself makes the learning process much easier to remember rhythmic numbers and maintain a long distance during execution. Natural motor skills are quick reaction, speed, coordination, ability. One of the physical signs of the ability is a powerful device, the structure of the hand. They develop and identify musical skills through practical activities, lessons, and learned musical materials. B.M.Teplov identified the following three main features of the concept of "ability":

First, abilities are understood as personal psychological traits that distinguish one person from another; no one talks about abilities that speak to features that are equal to everything.

Second, abilities are not personal qualities at all, but only those associated with the success of any activity or the performance of many activities.

Third, the concept of "ability" is not reduced to knowledge, skills, or abilities developed by a particular individual.

It should be noted that if a student does not meet the requirements that apply to him, it does not mean that he has a complete lack of ability. Perhaps this child will need more time to acquire knowledge, skills, and abilities, and his teachers will have to work harder to teach him. In addition, the student's abilities may develop over time or manifest in the form of other activities. In his article "On Music Education", neither Rimsky-Korsakov divided musical abilities into 2 groups:

- 1) technical (playing this instrument or singing);
- 2) hearing (musical hearing). In the ability to hear, respectively, the elementary and higher;
- 3) includes elementary harmonic and rhythmic hearing.

Nurturing students' musical culture is done at the same time as developing their musical abilities, which in turn develops in musical activities. The more active and diverse it is, the more effective the music development process will be and therefore the more successful the goal of music education will be. The article aims to identify students' musical abilities, identify the basic musical skills required by music school and art school students, as well as classify basic musical skills to improve the learning process.

When we talk about the spiritual maturity of man, of course, this goal can not be achieved without the art of music. Given the unique role of art, especially music, in educating the next generation, we can say the following about music:

- a.) Music - by its nature, evokes emotional and spiritual experiences,
- b.) Music - cultivates a delicate taste in people,
- d.) Music is a powerful tool that encourages both the listener and the performer to sophistication and spiritual perfection.

One of the most important and urgent tasks of art schools is to use this sharp educational power of music, to form the spiritual worldview of the younger generation through art, to cultivate in them high spiritual and moral qualities.

Children need to master the culture of listening to music, whether they need it or not, whether it is good or not.

The ability to distinguish between the bad and, in short, the ability to understand music correctly, serves as a powerful tool for their spiritual and educational upbringing. Children's perception of music should begin with the perception of our national music. Thanks to national independence, special attention has been paid to our national musical heritage, along with our national and spiritual values. Now we have the opportunity to listen to and understand the wonderful, diverse and beautiful local musical traditions of our people, samples of classical music and to enjoy them spiritually. While national music is a beautiful artistic expression of the rich spirituality and harmonious spirit of our people, it is an important tool for giving spiritual and spiritual strength to our people and society, who are constantly working for the creation of a new, great state. serves.

If we analyze different types of art, the art of music differs from other types of art by its unique perception. For example, works of art, such as fine arts, sculpture, and architecture, are perceived through the use of visual aids. Due to this, it is possible to understand the form and content of the work at any time, both as a whole and in detail. In the art of music, the work is invisible to the naked eye. It can only be perceived by hearing it for a specific period of time. Therefore, in our minds, musical works are not embodied as a whole at once, but gradually, parts of the work come one after the other, are determined by our memory, and over time become a single work. It is this feature that determines the perception of a piece of music. This means that the form of music differs from other forms of art in terms of its perception, that is, its connection with hearing and time. It always consists of a certain process and often develops at a variable intensity.

It is known that the form of musical works is not only a whole, but also divided into different parts. These parts are somewhat different in meaning. Just as literary works are divided into sections, chapters, paragraphs, sentences, sentences and words, musical works are divided into large parts, periods, musical sentences,

motives and submotives. Everyone gets acquainted with music through the mother goddess and enjoys music almost every day for the rest of her life. Music is an integral part of the human psyche. It is an art form that has a wide place in our cultural life and plays an important role in the development of the human personality. Also, music education is one of the main and complex aspects of the education of human delicacy, which equips him with a high taste and shapes his spiritual outlook. The structure of a piece of music is called a form of music. The form of music is determined by the content of each work, which is created together with the content, and is characterized by the interconnected movement of all the sound elements allocated to time.

One thing to note here is that we do not agree that all generations of people with musical ability will also have musical ability. Their children may have the ability to play music, but if this ability is not developed, the ability will not develop into an ability. After all, music serves to form the spiritual, artistic and moral culture of the younger generation, to cultivate national pride and patriotism, to expand the horizons of thought, to develop creative skills and artistic taste, to cultivate independence and initiative.

In conclusion, it should be noted that any ability can be neglected if it is not developed. Musical skills, in particular, need to be developed through special activities. The development of musical skills in children in preschool education should be carried out through the types of activities listed in the table, which form the basis of music lessons.

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