

Methods and methods of improving musical literacy of first and second graders

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Abstract: This article discusses effective methods and technologies for the development of musical literacy of Primary School students.

Keywords: music education, elementary education, theory, note, methodical game technology

Music education occupies a special place in the leadership of the younger generation towards maturity, among many factors of upbringing. The main goal of teaching music at school is to form a musical culture in students, to bring them to adulthood as a harmonious person who can meet the demand of the Times. Music lessons play an important role in the formation of the personality and worldview of children. Music culture is characterized by a special emotional environment for classes. This is natural, of course, because music is the "language of emotions". Music waves, affects children's permission and evokes a certain mood. The formed artistic impressions are further enhanced by the influence of the teacher not only with expressive performance, but also with the help of the art of "word", facial expression, various movements. The attention of students is drawn to the playing music, and their imagination is developed. It is achieved that they enter the world of musical images, clearly feel expressiveness. Despite the general aspects, each lesson is also different in its own way and does not repeat. It is known that a good organization of the desired work is its semi-achievement, and in this full sense it is also relevant to the lessons of music culture. In the lesson, everything should be thought out - goals and objectives, content and structure, tools and methods. Otherwise, no positive results can be achieved. Preparation for the lesson depends on the pedagogical qualifications, skills of the teacher. This provides educational, educational and developing opportunities of musical material, as well as ways to implement them.

In fact, the successful implementation of the tasks of musical education - requires a deep immersion in the work. Their selection, on the other hand, is considered expedient to be carried out taking into account the musical training and age characteristics of the students. The content of the lesson will include musical works of different natures, moods. To ensure their integrity, it is necessary to determine the structure of the lesson. In this, it is important to pay attention to the one-on-one nature of various musical activities. Thinking about the emotional

structure of the lesson, the teacher should maintain an important emotional state in students and implement methods of attracting their attention to the process of moving from one work to another. Also, when drawing up the structure of the lesson, it is considered advisable to take into account the physical, mental and emotional states of children, the specificity of the class. For example, in elementary grades, younger students will not be able to keep their attention stable for a long time, so it is advisable to replace their activities in a timely manner. This will keep children's interests from fading. Teaching a complex song, dance for several lessons is effectively reduced, and it is not advisable to switch to singing after the study of complex musical - rhythmic movements. It is also necessary to take into account the place of the music lesson in the lesson schedule, that is, on that day this activity will be held at the nechanchi hour. In the classes of the last hour of the day, cases of child fatigue occur, therefore, it is recommended to use methods that arouse interest, replacing various homogeneous works. It also matters which class is followed by a musical culture session. When music culture classes are held after Labor Education and especially physical education classes, it is necessary to start with activities that encourage students to think, perceive.

In each specific case, it is advisable for the teacher to take into account the specifics of the class, the interests of students in one or another musical activity, their level of training. Thus, the creative approach of the teacher is required to implement the structure of the lesson, in which the full conditions are taken into account. This helps keep each lesson unrepeatable. After all, in the period from one session to another, other subjects are passed, and impressions can become shallow. The teacher must achieve that during the week they maintain holistic impressions and interests in music lessons. Each musical activity allows children to approach individually. Especially in the study of these two, three-voice works, children can be clearly observed when giving assignments of a creative nature, according to the possibility of students, being a departure on musical instruments. Differential assignments are of interest to students, while their successful performance activates students' musical developments. By evaluating the results, achieving clean singing, or performing rhythmic accompaniment, the teacher develops a sense of self-control in childhood.

An individual approach to children also brings up a sense of community in them. Responsibility for the quality of creative tasks performed by children increases. This creates feelings of joyous curiosity for all students. The implementation of modern music culture lessons without specially equipped conditions is complex. The aesthetic equipment of the music room should inspire children and instill a special mood in the lesson. Children's musical instruments, technical, visual instruments are much more important in the lesson. From their quality, timely preparation and efficient implementation, a successful course of the lesson is ensured.

Younger students become familiar with the art of music in kindergartens through shows given in the family, from radio and television. In music culture lessons, listening to cheerful melodies and songs, singing, performing dance elements, playing bats, and being a child's musical instrument, further enhances their passion for music. Because in children of this age, attention is not yet fully formed, they tend to be more productive and playful. Also according to the psychological - physiological character of first-graders, to some extent, memory, attention-attention to speech, sound apparatus are not fully developed, the sound curtains are subtly weak. Accordingly, in making children more and more hot to music, maintaining the mood of them throughout the lesson, the teacher should achieve with an open sincere, sweet attitude and pleasant behavior. Starting with the first lesson, it is advisable to make students interested in music, to study them very carefully in their musical studies, singing abilities and sound qualities, and, according to the above qualities, to divide them into three differentiated groups:

I - group includes children who are talented, have developed musical training, musical abilities;

II - to the group - children who can clearly hear music, but rely on the voice of the teacher to the tune, falling out without;

III - group includes children with musical studies who cannot fall into the sound at all.

In music culture classes, the teacher should place the students as follows. It is recommended to transfer the first group of children to the back row, the second group of children to the front row, and the third group of children to the middle row. As a result, during the lesson, musical training of children with weak musical abilities grows and forms. In order to grow students' interest in the lesson, it is necessary to encourage them for each achievement and make sure that they are able to show their musical activity on an equal footing with advanced children. It is also recommended to work individually after class with students with poor musical training. The fact that the types of activities in the music lesson are often exchanged, students do not get bored, do not get tired, at the same time increase interest in the music lesson. The main purpose of teaching music in the first grade is to arouse interest in music in students and to compose a musical impression, conscious perception of music as an art. As a result, the initial basis for observing music in children is formed. To achieve this goal, the following tasks are carried out:

- ❖ *Development of musical abilities, musical reading of students.*
- ❖ *Cultivation of the skill of perception of music (listening) of the moment.*
- ❖ *Cultivating the skills of singing in a minute.*
- ❖ *Moral aesthetic education in the medium of musical Badi-ideological content.*

In addition to the tasks of the science of music culture:

- *formation of psychological activities such as musical memory, attention, imagination, coordination of movements, development of artistic and musical taste;*
- *listen to the works of Uzbek and world composers and teach them to perceive, make the melody, the means of expression;*
- *knowledge and practice of theoretical knowledge (keywords) on music literacy;*
- *structure by listening to melodies and songs, forming the skills of being able to distinguish between genre (public and professional) aspects;*
- *development of vocal-collective singing skills:*
- *professional genre of folk oral creativity, national status formation of initial knowledge, skills and competencies about local styles of Performing Arts;*
- *development of scientific methodological support of the science of music culture;*
- *development of proposals for strengthening the material and technical support of the science of music culture, providing modern techniques and technologies;*
- *introduction of new methods for determining skill requirements, as well as skills to be acquired for the introduction of updated educational standards;*
- *also included is the development of an assessment system based on the content of the science, its specifics, qualification requirements and competencies to be formulated.*

From the first grade, it is necessary to pay attention to determining the sound range of students. In the first grade, students can also be changed by the sound range (Do1 - Iya1), and later, by the end of the school year, they can be moved by the sound range (Do1 - Do2). It is advisable to give songs to students based on their musical abilities, musical training, memory, pronunciation. In order for the melody to become deeply embedded in the reader's memory, by singing with them in pairs, as well as for the works to be well remembered, two three-time broadcasts ensure that the lesson is effective to familiarize yourself with the dynamic signs of each melody.

In the first grade, students need to master knowledge such as sound awareness, note-by-note familiarity, sol key elements (Crescent top), (Crescent Duck part), (shells and high hooks). Chapter II entitled "praise our country" contains the sol key, its writing, its location on the Note path, information about the extra line, elements of note writing (1st additional line and strengthening of the elements mentioned), elements of note writing (Do re writing of Whole notes), elements of note writing (mi writing of the whole note), Chapter III "journey to the music literate". In this, students must learn note writing elements (fa sol is the writing of Whole notes), note writing elements (Iya, si is the writing of Whole notes), note writing elements (do2 is the

writing of the whole Note), note writing elements (notes located above and between the lines), note writing elements (do1 re is the writing of Chapter IV has been called "Our National Instruments. This chapter requires students to have musical literacy such as note-writing elements (writing FA sol semitalate notes), note-writing elements (writing Iya si semitalate notes), note-writing elements (writing DO2 semitalate notes), low, medium, high tones i.e. register differentiation. We can explain the topics of this given activity mainly with the help of visual weapons. We use multimedia tools in this. Even by drawing or making Sol key elements, we can arouse interest in the child. We can also increase the effectiveness of the lesson through pictures in which different types of notes are presented. We use a different didactic game when a child experiences boredom. For example "find excess". In this we introduce the means of expression of different music between the colored notes given on the board. The child quickly removes the sign from the board, which is superfluous to observe. In a short time. This method increases observability in the child, teaches quick thinking, and thus is also in physical motion.

As you know, music is a reflection of life and times. Therefore, the main theme of the music lessons program in elementary grades is "music and life". Music culture classes in the elementary school, guided by children's life experiences, are important as a teaching tool for Badi. Zeroki, songs and musical works recommended for singing and listening in the program, consists of works about a happy childhood, humanity, love for the motherland, love for nature.

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