

METHODS OF EDUCATION THROUGH ART IN STUDENTS IN THE
PROCESS OF MUSIC EDUCATION AND UPBRINGING

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Abstract: *Music art, like works of art, leads a person to high values of nobility, from an early age to the appearance of a strange tone and reverberation of sound. The child learns to a certain extent to hear and feel music when he is still a young man who does not know how to hold a pencil in his hands, read and draw. Often these initial impressions can play an important role in the formation of attitudes towards music in people. Therefore, in the main areas of reform of general education and vocational schools, issues of radical transformation of educational work in music and secondary schools were also advanced.*

Music, first of all, educates the aesthetic worldview of children, evokes such qualities as feeling a work of art, expressing their attitude towards them. Of course, literature, history, sports and other fields also play a big role in maturing these qualities. Consequently, nazm and music always live side by side, complementing each other. The first love of music in a child is born first of all under the impressions of nature, and the rest takes shape in kindergarten and school. Music lessons educate not only aesthetically, but also spiritually - morally in a broad sense.

Therefore, the revision of training programs in music is one of the important problems that we are promoting today. It should be noted that the publication of musical works and textbooks on the scale of our republic is not yet desirable, noting the positive aspects of the collection "musical education in school", which is now being practiced. In particular, the improvement of the educational program, its creation in a serious scientific way, is an urgent issue. If the good works of the composers of Uzbekistan written for children were included in the curriculum, it would be the same muddao.

This primarily increases the child's interest and love for National Music, cultivating his aesthetic and international worldview. At this point, it is permissible to draw attention to one issue. The school program is mostly woven from contemporary music. And our national classical songs were completely unitized. After all, the huge musical heritage of our people will be good if our songs, embodied in the dreams and aspirations of the people, withstood the weakness of our past, take place from the school program!

The zabardast writer of our time, Genghis Aitmatov, in his world – famous novel "Kunda", writes: "betrayal, death, love, compassion and inspiration-music says it all, we already achieve the highest hurdness in music, and for this hurdness we have fought for our entire history from the times when our minds burst, but we are inclined to it only in music. Only music, having overcome the creeds of all times, constantly strives for the future... that is why it says what we could not say, urges to do so... "

Colorful works are also being created on modern topics. However, our teachers cannot fully enjoy such necessary works. Our talented composers (Eduard Qalandaarov, Habibullo Rahimov, Avaz Mansurov, Mustafa Bafojev and others), who are creating works that lead us to love life, to preserve the good deeds of the people, to inspire friendship and kinship, have the opportunity to bring more, more evidence into the school program. And those who are in charge of this work shall be the chief.

Improving teaching methods in art and secondary schools remains one of the important issues. Because our art scholars pay very little attention to this area.

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At the same place is the people's artist R. It is enough to remember Pauls ' passion and love for children's music.

Now two words about the skill, knowledge and professional level of music teachers.

In a word, all problems related to upbringing should be solved in a complex way. The great philosopher Abu Nasr Farabi said of music, " music science is useful in this sense, that whoever loses the balance of his character brings up, matures the matured and keeps the balance of those in balance. This science is also beneficial for Tan's health, as the soul suffers if tan falls ill. For this reason, to heal the soul to make the body healthier darkor, with the influence of voices, the spiritual powers harmonize with their essence and come to order, to balance". These words of our great compatriot are also extremely valuable for today. After all, the song connects us with the past, allowing us to look higher into our future. Therefore, let's tie the children of our future more tightly to the singing and singing, make their jajji hearts oshno with the tones of goodness!

In Uzbekistan, in order to form the spiritual life of a person, wide opportunities are created for the deeper penetration of the culture of music into life.

The Uzbek national music culture with an ancient and rich experience has been polished for centuries. In the content of the activities of these schools, throughout the life of a person from his arrival in the world to his departure, music has found its expression that it is a real means of upbringing. The study of music in connection with the art of speech pays off in practice.

Music education, of course, directly depends on the methodology of Education. The methodology of musical education relies on the generalized experiences of sophistication, musicological physiology, spiritualism in educational institutions. The development of methodology as a science is directly related to the improvement of the educational and musical art in society.

Conscious perception of music helps to enrich the spiritual world of students. Their musical tastes are nurtured. The principle of the artistic technical stage requires the artistic and expressive performance of the work. Forms students ' singing skills. The methodology of music depends on many factors in the process of upbringing. The musical culture of people is not formed only under the influence of the school.

In addition to music lessons, music classes, extracurricular and extracurricular activities include conducting circles, holidays, fairy tales. The methodology of musical education assumes the study in connection with literature and fine arts, history, which are close to the science of music. This serves as an important tool in the comprehensive education of apprentices.

Because the public involvement of students in the classroom, the connection of music with subjects at school ensures that they get aesthetic pleasure from all subjects. The most important, music plays an important role in the formation of mental, moral qualities of children. Music foreshadows reason and sharpens thinking. In music lessons and classes, students learn about our upbringing and national culture, achieving a strengthening of the level of knowledge.

In the concept of musical education, music at school, among other subjects, acquires a special significance. Music education is considered a legal subject, the curricula and the program describe written work, feedback on the introduction of oral control.

This requires the current student to have a positive attitude towards the lessons, to increase musical activity from them. Music has its own characteristics as a lesson, while these characteristics should be known by each teacher.

First of all, from various examples of music history theory, performance, there are elements of certain exercises, music basket training, listening to music, music education and literature, playing a children's instrument, performing rhythmic movements.

Secondly, music differs from other types of art in its means of expression. If fiction is expressed in words, visual art in Colors, dance in movements, then music is represented by a means of tone, which is formed from sounds.

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Thirdly, music has an active emotional effect on children, evoking positive indications, experiences. In the program for the study of music culture in schools of general secondary education, in one lesson itself, the stages of education such as listening to music, casting as a team, music literacy, performing children's instruments and rhythmic movements, music creativity should be carried out in a holistic way. In modern practice, musical perception plays an important role as a leading activity.

Thus, it is necessary to properly realize the goals and objectives of musical education and upbringing selflessly. It has an effective positive effect on the formation of students' spirituality.

Currently, all general education schools, vocational and technical educational institutions, kindergartens and youth are considered as one of the main issues of aesthetic education of the community, educational process.

The dry formalism that has been condemned in schools for hundreds of years is dying out. The new school will focus on meeting Life requirements and needs. Further improvement of aesthetic education, unprecedented incredible initiative in the creation of forms and methods suitable for children's interest, as well as the earwriting of his activity are all actors for badarv. As a result of the development of the education and upbringing of the younger generation in the secondary school in the following years, the status of literature and art in the school was strengthened.

Pedagogical science has compiled and improved programs and textbooks. Methodological manuals are being created for teachers new forms of attracting teachers to their beauty in life and art are being developed. Of particular importance is the emergence and strengthening of ideas for the development of forms and methods of extracurricular and extracurricular artistic creative activity of teachers, at the same time, the emergence and strengthening of ideas for the development of the school at the present time is the most effective factor for the development of the school. The practical experience of schools working on aesthetic education of students shows that they effectively solve the main task with their creative work, that is, they are comprehensively developed, embody spiritual wealth, moral purity and physical perfection in themselves. Therefore, in every school in our republic, aesthetic education is now considered the most important element of pedagogy in the formation of personality.

The content of aesthetic education implies a close connection of the forms of various artistic and creative activities of children in the classroom, outside the classroom. In order to organize an intensive and developing complex of aesthetic education for a child in each school, it is necessary to eliminate the concepts that the goals and objectives of aesthetic education are one-sided.

Nature tevarak has much more educational effect on the attitude towards the surrounding beauties and the perception of beauties in science, physical maturation, communication between literature and art. The tasks of truly aesthetic education were often solved superficially. For example: a serious drawback of a particular work of art is that the tasks of aesthetic education in school are often solved superficially. For example: a particular work of art is planned for use without serious goals. However, you should not talk to teachers in a superficial way when it comes to reading about great music, literature or works of Fine Art. The level of educational work on the basis of the material of the work of art should be in accordance with the complexity of the work, the depth of the idea in it, the artistic skill of the author and the moral aesthetic imagination.

There are two aspects to knowing art: the direct perception of a work of art, as well as its evaluation. The school should honor both of them. The reader must first be in the environment of books or paintings, to understand the corresponding artistic moral aesthetic essence for the work. It is necessary to understand that the content of a work of art cannot be given by any means other than the created ones. In the perception of a child's work of art, a moment becomes obsessed with him that his inner experiences of the same moment are precisely the goal of the educator in the eyes. If a child remains an indifferent spectator to a particular work of color image, or a great piece of music remains

a faithful spectator, or his statements about the greatness and immortality of a great work are discarded.

If the teacher does not ask a question about the music or work of art listened to in question, when a feeling does not arise in it, only a connection in the form of a message that is not connected with personal emotion and attitude, then the task has not been completed. The target is considered unattainable. In the second stage of knowledge of the work, the reader must say his opinion about the work, evaluate its ideological – artistic Maxim, analyze the individual acteric characteristics of the work, which are embodied in criticism, art studies and the knowledge accumulated by mankind about the author and his works in.

The stability of the concept of an aesthetic ideal is every asset for school age. It is possible that the interest in literature on adventure, science fiction alternates with a passion for a singer and an instrumental ensemble, the passion for television's artistic broadcasts is replaced by the art of amateurism. The ability to evaluate the ideological and artistic content of a work is composed. Interest in classical adaiyot and art strengthens.

The stability of the concept of an aesthetic ideal is every asset for school age. Sargkzasht, the interest in literature about science fiction can alternate with a passion for a singer and an instrumental ensemble, and amateur art can take the place of passion for the artistic broadcasts of televiidene. The ability to evaluate the ideological and artistic content of a work is composed. Interest in classical literature and art is strengthened.

At the present stage of school development, the formation of artistic and aesthetic taste, a deep humanistic worldview is the most important work. The morality of a man of beauty in life and in art is also becoming an increasingly powerful means of ensuring ideological - political maturity. A music lesson is a base of music education in elementary school. The content of the lesson is organized by the interlinked part for: singing as a choir, the music basket and the process of listening to music. This knowledge would later form the processes of playing, singing, music Savoie, and listening to music on musical instruments. This knowledge is enriched in later times by the hararakats under the music basket and the like ways of playing musical instruments, applying new styles of singing.

One of the main tasks of providing musical education to students in elementary school is to get aesthetic pleasure from music, to form an understanding of its vital meaning, by dividing from communication with an interest in music and love for it. Schoolchildren of younger age willingly sing songs about national holidays. The whole class takes part in singing as a child in the classroom. Issues of musical aesthetic education are considered one of the issues in the line of general problems of humanitarian education in modern pedagogy.

Music aesthetic education is a much broader concept than the concept of " common music". Music lesson plays an important role in this process, but occupies a special place. An important role is played by the active development of the skills of perception of music from musical – aesthetic education, the saturation of love for art and the surrounding beautiful things, as well as the creative formation of one's own feelings in the language of music. Aesthetic perception, the education of aesthetic taste, the development of artistic abilities are always in interaction with mental and moral education.

Modern music lessons should put before themselves the following tasks, along with the specific tasks of musical education and education.

1. In the Modern School of education, the system of musical education is formed from many elements, be: music lesson, musical work carried out outside the classroom and school (choral circles, vocal - instrumental ansamlarni), music schools that are part of the mamlkat Ministry of culture sitem. Media has a huge place in this chain.

2. The total of educational and riveting tools constitutes a musical aesthetic environment in which the interests and needs of students in the field of music are generated in muidait.

3. A music lesson forms the satiety of the realization of the joy of musical creativity in the age of a particular composer or folk music the ability to lament in a moral aesthetic content.

4. The choir combines the diverse forms of work performed in singing: singing, music literacy, music perception, playing musical instruments, and new styles in singing.

The current music lesson is characterized by being armed on the basis of a wide variety of styles and media. The music lesson for the education and training of students should be carried out in order to educate them, together and in interaction with them. It is one of the most important principles of music pedagogy. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

D.B.Koblevsky wrote: "music lessons set themselves the following tasks: to bring students into the world of great musical art, to make them love music and its very rich genres together, and to educate music culture in students as part of the spiritual culture in them.

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