

DEVELOP THE MUSICAL THINKING OF THEIR STUDENTS BY TEACHING
MUSICAL LITERACY

M.Djumabayeva

KSPI music education associate professor of the Department

Abstract: This article examines the study of musical literacy in the learning process and its role in the formation of musical thinking among students.

Keywords: tradition, custom, note, song, register education, knowledge art, abilities, upbringing.

Musical literacy is one of the sections of the music lesson that occupies a secondary place compared to singing in a choir. Despite this, musical literacy plays an important role in the musical education of schoolchildren: it gives elementary knowledge of the theory and history of music, helps to increase their level. Musical literacy fosters a conscious attitude to music, the means of its expression, promotes understanding of the content of music, and most importantly, facilitates learning to sing in the classroom by forming singing and singing skills by notes, affects the development of harmonic hearing, promotes clear pronunciation of choral voices and improves the quality of choral performance.

“Music is a powerful source of ideas. Incomplete mental development without musical education” Sukhomlinsky V. Very little time is given to musical literacy in the music lesson -5-10 minutes. For this reason, every time it comes to learning to sing and using musical compositions in the listening process, it is necessary to strengthen and deepen hearing skills, as well as musical knowledge. The main method of teaching musical literacy at school is the direct application of the acquired musical knowledge and in combination with literacy training in close connection with singing. Teaching musical literacy should be based on the growth of children's auditory sensations from the sounds of music. Before the reader can remember a sound by sound, he must clearly imagine and hear how it sounds, that is, say that he sees - hears-sings, moving from the visible to the audible. “Music is the way to us, because it is the deepest expression of the soul, the harmony of its joys and sorrows.” Rollana said. Both in the process of learning musical literacy and in the process of singing, hearing, metrorhythmic flair develops.

The initial period of learning musical literacy. Musical literacy begins in the 1-class. Many children attend kindergarten at preschool age and acquire some musical skills at music classes in kindergarten. Many spoons and games will be learned and familiar with rhythm and dance moves, etc.k. Children brought up at home also acquire a certain musical imagination: they get acquainted with several pieces of music that are broadcast on radio and television. Although this knowledge is random and not systematized, the teacher can give children the job of creating theoretical concepts from music, relying on this knowledge to a certain extent¹.

In the 1-class, the foundation of the entire musical education of students is laid, therefore, in this class, the teacher needs to know especially well the teaching methodology, deeply know the age and individual characteristics of young school-age children, their musical and vocal capabilities.

¹ Axmedova, M. (2023). O‘ZBEKISTONDA NODAVLAT NOTIJORAT TASHKILOTLARI VA KASABA UYUSHMALARI FAOLIYATINING O‘ZIGA XOS JIHATLARI. Development of pedagogical technologies in modern sciences, 2(3), 113-116.

The main purpose of teaching in the 1st grade is conditionally divided into two stages-the upbringing of children's musical education. This stage usually takes the entire first half of the school year. During this time, children should learn to distinguish certain characteristics of music sounds, such as high and low frequencies and stretching, and prepare to study musical notation. In the second half of the academic year - at the second stage, musical notation, that is, the presentation of music sounds in the form of a drawing (graphics), begins the direct study of musical notation. The study of the concept of high and low sounds begins with the identification of their existing representations in children. These ideas are often wrong. At first, children confuse the terms, saying that high sounds are low sounds, and vice versa, that their perception of height is associated with something more (a high male high voice, etc.).k.)

They also often refer to high sounds as "thin sounds" and low sounds as "thick sounds". Therefore, it is necessary to teach children to use the right terms at a time, to be able to distinguish high and low sounds by hearing them, and to teach them to call them correctly. This long, painstaking work begins to study a group of sounds united by the concept of register, and not sounds that differ in pitch. Children may not be informed about this term, but it is important that they have a clear idea of the essence of the concept of register, so that they learn to distinguish between melody and sounds of the middle upper register.

The notes are recorded on the sheet music track. At the same time, the teacher interprets the importance of the path to the note; the path to the note is the place where the note is written. When drawing the path to the note on the blackboard, he should start by drawing the bottom line so that children can easily remember that the lines are the place where the digit begins - the lowest line is the first line. Then it forces the notes to be written in lines, between lines, above and below lines, and when the main lines are missing, the notes are written in additional short lines. Then the teacher says that we cannot name any of the recorded notes until a special symbol appears at the beginning of the line - the violin key, which deciphers the name of the key notes. By explaining why this key is called the violin key, he also introduces readers to the Col key, the second name of the key. A reader who knows where the Col note is located can also find other notes. Children will very quickly understand how to find the position of a note; this will turn into an exciting game; during the game, children remember where which note will be written. Explaining the arrangement of sounds, we write them down in whole notes, but as we sing melodic passages and melodies of songs, it becomes necessary to show children the shape of long and short sounds, that is, quarters and semitones².

After that, readers may be asked to first determine the name of the sounds and write this song on the music track. It should be a very simple song, designed for 2-3 sounds.

Thus, completing the content of the work on the study of musical literacy in the 1st grade, it should be noted:

- By the end of the school year, children should know the notes of the first octave well;
- Faq qid must know and be able to burn by hearing quarter and half notes;
- Children should be able to apply within the first octave, simultaneously hearing familiar melodies and exercises and pronouncing the names of notes, following them from the musical notation;
- They should be able to pronounce a song learned by ear, in words, using musical notation;
- Be able to solfeggio from more melodic passages, designed for 2-3 sounds.

² Ахмедова, М. (2023). Особенности деятельности негосударственных некоммерческих организаций и профсоюзов в Узбекистане. Реформы в сфере подготовки юридических кадров в Узбекистане: анализ результатов и перспективные задачи, 1(1), 101-106.

In the 1st grade, a lot of work began to develop children's sense of rhythm. The teacher continues this work in all subsequent classes. Clarifying the concept of short and long-long sounds, he draws the attention of children to the fact that in music there are sounds even shorter than a quarter. The teacher nimchorak writes down a familiar song on the board, in which there are notes, tells the children the melody, but offers to show the shortest notes in it. The methodology of teaching musical literacy in the education of musical thinking of students is a problematic issue in the lessons of musical culture, the creation of problematic situations by means of problematic tasks and the involvement of students in solving problems serves to direct the cognitive activity of students to a specific goal, brings a creative approach to the learning process and creates favorable conditions for the development of the level of independent thinking. The method of improving the musical literacy of students in music culture lessons can be used by teachers and students to improve the effectiveness of music culture lessons. 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. Opinions have also been expressed today against nonlinear claims that the separation of religion from secular affairs concerning the state leads to the construction of a state and an immoral society, with a distorted interpretation of the ratio of religiosity to secularism by various fanatical forces.

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