

METHODS OF INCREASING THE STUDENTS ' COMPETENCE THROUGH THE CREATIVITY OF RUSSIAN COMPOSERS IN MUSIC LESSONS

Fozilov Qahramon Madaminovich

Teacher of the Department of musical education, Kokan State Pedagogical Institute

Article history:

Received: 10th March., 2022

Accepted: 11th March., 2022

Published: 12th March., 2022

Annotation: *in this article, the lessons of “music culture ” are taught about the formation and upbringing of aesthetic tastes of students through the works of World Music, Russian classical composers. The positive effect of classical music on the education of students is very illuminated.*

Keywords: *music culture, classical music, composer, aesthetics, powerful gang, upbringing, competence, education.*

Music is one of the leading factors in the spiritual education of young people, in the formation of spiritual, moral perfection and spirituality of a person, being considered an important method of studying the human factor and mastering the world art in its essence.

The president of the Republic of Uzbekistan emphasized the position of the youth in Uzbekistan and said, " We will continue our state policy on youth without any deviation. Not only will we continue, but we will also expect this policy as our top priority to the highest level, which today demands. We will mobilize all the forces and opportunities of our state and society to ensure that our young people are independent - minded, have high spiritual and spiritual potential, grow up to their peers on a global scale as people who are not idle in any sphere, be happy."

It follows that the comprehensive training of future personnel is a distinctive sign of the acquisition of pedagogical, technical-technological, professional knowledge on the basis of their practice will focus on new learning, aspiration to knowledge, skills, qualifications, raising the level of skill, opening up important issues of production and society. To update the content of education, improve and improve the quality indicators, as well as to improve the skills of teachers and mentors, to improve their co - existence with the development of science, especially the methods of teaching Russian classical composer works in the system of continuous education, which is widely introduced and used in the entire educational system, and to prepare (retraining).

The importance of music education cannot be overemphasized in educating the younger generation as highly developed people with high cultural aesthetic tastes. The fact that the improvement of artistic and aesthetic education of today's students, who are our future, consists of important tasks set before the general education schools, academic lyceums and colleges is also expressed in the requirements of the “law on Education”, “National Program of Personnel Training”.

In this regard, on the basis of a number of works carried out in our Republic, the issue of raising children as real people lies.

Bringing students into the art of music by listening to classical music, izlash new ways of aesthetic education of music, ASOS giving it a theoretical basis, are the problems that music pedagogy is always in the center of attention. The wide range of possibilities of music to influence the human psyche has attracted the attention of musicologists, thinkers and scientists since ancient times. They tried to determine the characteristics of the art of music that influenced the formation of a person as a person. "Music expresses human feelings, dreams, desires in a specific artistic language and actively influences the feelings of a person. Music is both science and art."

The training of the subject "Music Culture" in secondary schools and the peculiarities of the organizational structure of the lessons require a large-scale and multifaceted set of pedagogical and professional training, knowledge and skills from a modern music teacher. During the same one-hour lesson, the teacher of music is a master educator, Methodist, theorist (The Theory of music, that is, the theory of the elemental of music, harmony, solfedgio, analysis of musical works), a musician (he must be ready for practical performance activities on a musical instrument), a dericor, demonstrate knowledge, skills and skills and experience as the head of the choir, constantly dictates. The level of knowledge, skills and qualifications gained in the process of education in the specialty of "musical education" of pedagogical higher educational institutions in the direction of training of music teachers in the formation of basic (basic) qualification training of music teachers who can meet such requirements serves as the foundation. As we know, listening to music in the lessons of music culture in secondary schools is one of the leading activities. The artistic, skilful execution of the works recommended for listening creates an artistic-emotional impressiveness at the expected level in the students, which is the most important condition for ensuring the quality and effectiveness of the lesson. In the formation of the younger generation as a perfect person, it is necessary to develop the formation of aesthetic competence in students by teaching the works of Russian classical composers in the lessons of music culture. If there is an aesthetic culture in the readers, then there is a desire for beauty and creativity, and creativity develops social activity.

Classical music-when we say, we can understand the attractive tunes created by talented authors called classical composers. Their works are unique reproductions, which have always been in demand by performers and listeners. Classic themes are characterized by excellent intonation, elegance, variety and harmony of colors. They have a positive effect on the emotional worldview of adults and children.

World classical music can not be imagined without the works of Russian composers. Russia, a great country with a talented people and a unique cultural heritage, has always been among the leading locomotives of World Development and art, including music. The Russian composer's school, the continuation of which was the Soviet and current Russian schools, began in the 20th century with composers who combined European musical art with Russian folk music, United the European form and the Russian spirit. Bi can tell a lot about each of these famous people, they are not all simple, and sometimes tragic, but we tried in this review only to briefly tell about the life and work of composers.

"Music creates a nation, and we artists give it only a gloss"

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| 133 | ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 11 Issue: 03 in March-2022 https://www.gejournal.net/index.php/IJSSIR |
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The new Russian music school" the mighty Gang", or sometimes" the Russian Five " - this is the creative team of Russian composers, developed in St. Petersburg at the end of 1850-ies and at the beginning of 1860-ies. Members of this creative team are:

- Militia Alekseevich Balakirev (1837-1910);
- Modest Petrovich Mussorgsky (1839-1881);
- Alexander Porfirievich Borodin (1833-1887);
- Nikolai Andreevich Rimsky-Korsakov (1844-1908);
- Caesar Antonovich Kui (1835-1918).

Artistic critic, writer and archivist Vladimir Vasilyevich Stasov (1824-1906) was an ideological inspirer, consultant of the circle. For the first time the name" the mighty Gang "came across in Stasov's article" the Slavic concert of Mr. Balakirev "(1867):"poetry, sense, talent and skill of small but already powerful Russian musicians". The name" new Russian music school " themselves M.I.It was promoted by members of the circle, who considered themselves heirs of Glinka traditions and saw their goals in the realization of the Russian national idea in music. National roots izlash and the pursuit of his native culture attracted artists to folk themes. In the implementation of the national aesthetic prints published by the ideologists of the Commonwealth Stasov and Balakirevlar, M.P.Mussorgsky tried most consistently and Ts.A.GUI is less than others.

Participants of the "mighty Gang" regularly recorded and mowed samples of Russian musical folklore and Russian church songs. They reflected the results of their research in one form or another in works in the chamber and in a large genre, especially in operas such as "Tsar bride", "Snow Maiden", "Khovanshchina", Boris Godunov and Prince Igor. Intensive research on national originality in the" mighty Gang " continued Not only with the arrangement of folk and liturgical songs, but also with dramaturgy, genre, up to certain categories of musical language (harmony, rhythm, texture, etc.). Initially, the circle included Balakirev and Stasov, who very much wanted to read Belinsky, Dobrolyubov, Gertsen, Chernyshevsky. They inspired the young composer Kui with their ideas, and later Musorgsky joined them, leaving the post of officer in the Preobrazhensky regiment to study music.

In 1862 year N.A.Rimsky-Korsakov and A.P.Borodin joined the circle of Balakirev. If Rimsky-Korsakov was a very young member of the circle, whose vision and musical talent began to be determined, then Borodin was already a mature man, a well-known scientist-chemist, friends with such giants of Russian science. Such a profession as Mendeleev, Sechenov, Kovalevsky, Botkin, Vasnetsov were closely interacting with the members of the circle of great specialists. The meetings of the Balakirev circle were always held in a very lively creative environment. The members of this circle are writers A.V.Grigorovich, A.F.Pisemsky, I.S.Turgenev, the artist I.E.Repin, sculptor M.M.They often met with antokolsky. There was always a smooth relationship with Pyotr Ilyich Tchaikovsky.

It is known that today there is a significant need for classical music not only in Uzbekistan, but also throughout the world. Because now, under the name of mass culture, various new musical genres are emerging, the impact of which has negative consequences. Therefore, the integration of classical

music into the younger generation, the study of its educational and educational significance is one of the main issues. In the creativity of Russian classical music, too, there are different genres, which will be able to make full-fledged use of them, which will have a significant positive effect on the upbringing of young people. On the basis of the study, a positive solution can be obtained as a result of the development and implementation of a model for improving the aesthetic musical tastes of students of Secondary School in general.

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