

12-30-2020

THE ROLE OF MUSIC LESSONS IN THE FORMATION OF NATIONAL AND INTERCULTURAL COMPETENCE IN STUDENTS

Navbakhor Khasanova

Jizzakh state pedagogical institute, khasanobvanavbahor@jspi.uz

Follow this and additional works at: <https://uzjournals.edu.uz/tziuj>



Part of the [Education Commons](#)

Recommended Citation

Khasanova, Navbakhor (2020) "THE ROLE OF MUSIC LESSONS IN THE FORMATION OF NATIONAL AND INTERCULTURAL COMPETENCE IN STUDENTS," *Mental Enlightenment Scientific-Methodological Journal*. Vol. 2020 : Iss. 2 , Article 15.

Available at: <https://uzjournals.edu.uz/tziuj/vol2020/iss2/15>

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Mental Enlightenment Scientific-Methodological Journal by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact sh.erkinov@edu.uz.

THE ROLE OF MUSIC LESSONS IN THE FORMATION OF NATIONAL AND INTERCULTURAL COMPETENCE IN STUDENTS

Khasanova Navbahor

Jizzakh State Pedagogical Uzbekistan

e-mail: khasanobvanavbahor@jspi.uz

Abstract: This article provides theoretical information on the formation of national and intercultural competence in students through music lessons. The process of teacher-student interaction in music lessons is based on personal contact. The music teacher directs and monitors the musical activities of all students in the classroom, without exception. It also supports student interaction and peer review. The teacher's work in the classroom allows all students to acquire the basics of knowledge, skills and competencies that are being studied in the classroom. This article analyses the aim of the music lessons at the comprehensive development of students in the field of music, creating the basis for their musical culture.

Keywords: lesson, music, culture, national education, aesthetic education, teaching methods, teaching aids, creative activity.

INTRODUCTION.

One of the most important tasks of our society today is to bring up a harmoniously developed person. Our first President Islam Karimov also expressed his views on the art of music in his book "High spirituality is an invincible force." Speaking about the impact of music on human spiritual development, it was said that this goal could not be achieved without the art of music. The decrees of the President of the Republic of Uzbekistan "On measures to strengthen the material and technical base of children's music and art schools and further improve their activities for 2009-2014"¹ also pay attention to the development of music at the

¹ "Xalk suzi" newspaper T. 8.01. 2008 page 4

level of state policy. is the result. Today, a number of decisions of our esteemed President Sh. Mirziyoyev are being made in the field of music and art. We, as teachers, have a great responsibility to make these decisions.

One of the most important tasks today is to improve the musical culture of students in the music culture classes of secondary schools, to develop them to a higher level of musical literacy.

THE MAIN PART.

A lesson is an organizational form of school work in which the teacher works with a permanent group of students - the class - according to a strict schedule for a clearly defined period of time, leading the team's learning activities and adding to the curriculum. a variety of methods are used to achieve the didactic and educational tasks that are self-defined accordingly.

The teaching process can be seen as a goal-oriented, consistently changing, interrelated activity of the learner and the learner.

During this activity, the tasks of education, development and upbringing of the participants are solved. Basic competencies are set for students of general secondary schools and secondary special vocational colleges and academic lyceums, which contribute to the formation of national and intercultural competence in music lessons (national and intercultural competence - devotion to the motherland, the ability to be kind to people and to believe in universal and national values, to understand works of art and art, to dress modestly, to follow cultural rules and a healthy lifestyle.)

The process of teacher-student interaction in music lessons is based on personal contact. The music teacher directs and monitors the musical activities of all students in the classroom, without exception. It also supports student interaction and peer review. The teacher's work in the classroom allows all students to acquire the basics of knowledge, skills and competencies that are being studied in the classroom.

Each music lesson should enrich students with new knowledge, broaden their horizons, shape their musical skills and abilities, or improve what they have already learned.

Music lessons are aimed at the comprehensive development of students in the field of music, creating the basis for their musical culture.

Music lessons give you a sense of the joy of music. Beauty shapes the ability to enjoy the ethical and aesthetic content that a composer or folk music piece conveys in a sense of belonging. All the interrelated types of creative activities in the classroom are effective.

At the same time, the lesson, with its content, methods and organization, should have a great educational value, having an educational impact on students, forming in them a scientific worldview, ideological beliefs, personal spiritual qualities.

The lesson should involve the upbringing, teaching, development, creative development, and teaching of the students in conjunction and in interaction. This is one of the most important principles of music pedagogy.

The school prepares teachers for professional music activities. However, the ability to understand, comprehend, and be creatively influenced by music depends on each student, whether he or she becomes a professional musician in the future or on the basic knowledge, skills, and competencies of musical-aesthetic activity in the most diverse forms of music culture whether it remains a well-prepared listener who has to be unique.

Currently, the requirements for music lessons are:

- Music lesson - provides a complex implementation of the functions of education, development and upbringing;
- Influences all aspects of the formation of the student;
- develops students' mental abilities and abilities, as well as increases their musical knowledge;
- Increases the culture of performance and creative potential;

- develops worldview, moral, aesthetic, volitional qualities, attitude to work;
- The course is conducted according to a strict system, depending on the form of instruction:
 - consists of a specific beginning, setting goals and objectives of the lesson, explanation, reinforcement and repetition of musical material, homework;
 - The types of musical activities should be interconnected and complementary;
 - The lesson is in accordance with the principles of teaching: it has an educational effect;
 - is easy to understand scientifically, to master musical works thoroughly and consciously, to form musical skills and abilities;
 - promotes free creativity;
 - The content of the lesson is in accordance with the curriculum, which covers the links in the system of other lessons;
 - Keep in mind what you have learned in the past and what students will need to learn after this lesson;
 - Not only to memorize and know, but also to be able to succeed by pre-introducing some of the works that need to be studied later during the musical activities.
 - The teacher also takes into account the specific situation in the school, the equipment for music lessons, technical means, local styles and natural conditions, and other processes. In addition to teaching, music lessons also include educational goals and objectives. They are determined not only by the content of the teaching materials, but also by the general goals aimed at educating and developing the personality of school students, educational tasks may be related to the formation of personal moral, volitional intellectual, emotional qualities. a lesson is a specific stage in the continuous process of educating students.

A unique aspect of music lessons is that singing is a group that is an active form of music education in school. Singing as a group with deep folk traditions

develops not only musical skills, but also the quality of character, worldview, artistic taste, imagination, aesthetic sense. Singing as a group combines different forms of classroom work: composing, music literacy, music comprehension, playing musical instruments, and vocal performance.

The content of a piece of music affects the general culture of the listener, which in turn affects the level of activity of the listener's attention. It is a well-known fact that the more prepared a musician is, the richer his perception will be. A student who understands music is characterized by a high level of artistic taste, re-experience as a listener based on an understanding of the specifics of music, its content, the history of music development, the development of skills and abilities in the field of musical and creative activity. Only on the basis of knowledge can a musical work be fully understood. The purpose of music lessons is to focus on the spiritual development of the student in many ways. The development and enrichment of musical and creative abilities should be carried out in a well-thought-out and consistent system of formation of musical comprehension skills, interest in the art of music, the artistic hobby of students. The skillful combination of team, group, and individual work is a key part of organizing a lesson. It is important to teach the student to work individually as a team so that he or she can organize, plan, and complete learning tasks.

Every lesson requires the student to monitor the learning activities of the students in the school. This allows us to visualize the process of explaining and mastering learning materials, and the process of developing learning and skills. School students will be able to analyze the progress of the lesson, allowing the teacher to make appropriate adjustments in order to develop the positive aspects of the lesson and reduce the negative ones. The purpose of music lessons is to teach children to be active in beauty, to be creative in music. Modern music lessons have to solve the same task, and the more active and purposeful this task is, the higher the level of musical education will be for schoolchildren alone. Like any science teacher, his or her professional orientation plays an important role in the system of

assessing the personality of a music teacher, which is based on the need for pedagogical activity. It includes: interest and love in children, enthusiasm for pedagogical work, psychological and pedagogical intelligence and observation, pedagogical etiquette, pedagogical imagination, organizational skills, honesty, kindness, assertiveness and perseverance, steadfastness, composure, endurance, It combines the ability to think about oneself, professional work ability, spirituality, first of all, the need and interest in knowledge, intellectual activity, the ability to feel innovation, the readiness to independently increase pedagogical knowledge. Music actively develops a child's emotions, especially emotional, aesthetic feelings. Music stimulates the development of children's creative talents. Music actively influences the child's spirit and plays an important role in the formation of his moral and aesthetic image. Therefore, the main goal of music education is to instill in students a culture of music that is an integral part of human spiritual culture. To achieve these goals, a music teacher has the following tasks:

- increase students' interest in the art of music;
- Development of musical and artistic taste and the need for musical activities;
- to compile a range of knowledge and skills about music;
- Development of artistic creativity in the process of musical activity;
- Moral and aesthetic education of children through the artistic and ideological content of works;
- Encourage professionalism and hard work in music lessons.

The professionalism of a music teacher plays an important role in these tasks. Music lessons serve to form the spiritual, artistic and moral culture of students, to cultivate national pride and patriotism, to develop creative skills, artistic taste, broaden the horizons of thought, to cultivate independence and initiative. In order to have a positive impact on children's love of music, creativity, performance, talent and talent, the room for music lessons should be spacious, with light falling from the left side of the children and fresh air. The room must be equipped with the necessary items. Half of the board should have a note line. The room should have a

musical instrument, preferably a piano, tape recorder or disc player, and a set of magnetic tapes and diskettes for all classes to listen to and sing as a group. The room should also have a closet for placing and storing posters, tests, tests, and solfeggio and song collections.

Portraits of children's composers, state symbols, and curtains that do not block the light from the windows should be hung on the walls of the room. All the equipment in the classroom should be in place and look so beautiful that the teacher will feel like he or she has entered the concert hall when he or she enters the classroom. But the room should not be overly decorated and cluttered.

The teacher is very demanding, but at the same time his demands must be fair and impartial to the students. But it's not okay to be overly demanding and keep children serious and scared.

The teacher can sometimes "feel" the children's insignificant excitement, take a break from the lesson, and joke with childish words to keep the children entertained.

It is also important to know that a teacher has a good reputation. In all classes entering the classroom, students are critical of their teachers, respecting some teachers for their knowledge and good qualities, while others do not respect them for not having these qualities.

CONCLUSION.

It is no secret that the future of the country depends on the education of music students. Every educator needs to feel this clearly and distinctly.

To unite the people for a great future and glorious goals, to encourage every citizen, regardless of nationality, language, religion and faith, to live responsibly for the happiness of a single homeland, to achieve worthy of the invaluable heritage and traditions of our ancestors. educating people is the main goal of the idea of national independence.

Introduction to the world of sophistication and spiritual education from the basic conditions of secondary schools. The content of music lessons involves not only

mastery, but also the development of students' consciousness, attitude to reality, the formation of aesthetic culture and other forms of inner feelings. It is important that the teacher has a positive approach to the lesson and how many tasks z aims to:

- seeks new methods and tools in music education.
- Represents the integral connection between life and art.

In order to achieve these goals, the teacher must be seriously prepared, work tirelessly, that is, to improve the level of knowledge by going to the scientific literature, theater, meizes to increase the level of knowledge. It is important that the classroom where the music lessons are held is well equipped. Equipment should be equipped with methodical visual aids, piano and Uzbek folk instruments. Using the program, lesson plans should be developed and new technologies should be used. Thus, the purpose and content of all music lessons is to illuminate the content of the lesson, to connect it with life, to integrate all parts of the lesson. All this is the basis of early musical education. To form the spiritual, artistic and moral culture, national It serves to cultivate courage and patriotism, to develop creative skills, artistic taste, to expand the range of ideas, to cultivate independence and initiative. In order to have a positive impact on children's love of music, creativity, performance, talent and talent, the room for music lessons should be spacious, with light falling from the left side of the children and fresh air. The room must be equipped with the necessary items. Half of the board should have a note line. The room should have a musical instrument, preferably a piano, tape recorder or CD player, and a set of magnetic tapes and diskettes for all classes to listen to and sing as a group. The room should also have a closet for placing and storing posters, tests, tests, solfeggio and song collections.

Portraits of children's composers, state symbols, and curtains that do not block the light from the windows should be hung on the walls of the room. All the equipment in the classroom should be in place and look so beautiful that the

teacher will feel like he or she has entered the concert hall when he or she enters the classroom. But the room should not be overly decorated and cluttered.

The teacher is very demanding, but at the same time his demands must be fair and impartial to the students. But it's not okay to be overly demanding and to keep children serious and intimidated.

The teacher can sometimes "feel" the children's insignificant excitement, take them out of class for a while, and joke with childish words to keep the children entertained.

It is also important to know that a teacher has a good reputation. In all the classes that enter the classroom, students are critical of their teachers, respecting some teachers for their knowledge and good qualities, while others do not respect them for not having these qualities.

In short, if a music teacher plays an attractive instrument, sings a song, fascinates a child with stories about music genres and composers, plays the role of a teacher in a 45-minute lesson, in any situation with children by establishing a creative and positive relationship and finding a way into the hearts of the children, such a teacher will attain the affection of the children.

REFERENCES

1. Resolution of the Cabinet of Ministers of Uzbekistan dated April 6, 2017 No 187 "On approval of state educational standards for general secondary and secondary special, vocational education."
2. Tokhtakhodjayeva M.X., under general editing. Pedagogy.- T .: "National Society of Philosophers". - 2010
3. Fayziyeva O. "Music at school" .- Tashkent. - 1991.
4. Artikov T. Methods of teaching music. - Namangan. - 2009
5. E.Fayzullayev. Methodological basis of classical music in the development of artistic religion for future music teachers. International Journal of Psychosocial Rehabilitation. May 20, 2020.

6. I.A. Karimov. "High spirituality is an invincible force" Tashkent, Spirituality. 2008.
7. Jabbarova, A. (2020). Learning a foreign language in non-language institutions: the formation of professional foreign language competence. Journal of Foreign Languages And Linguistics, 1(2), 42-46. <http://fll.jspi.uz/index.php/fll/article/view/11>
8. Jabbarova, A. (2020). Formation Of Professional Competencies In The Course Of Preparing And Conducting Business Games In English Classes. Journal of Foreign Languages And Linguistics, 1(2), 38-42. <http://fll.jspi.uz/index.php/fll/article/view/12>
9. Jabbarova, A. (2020). The issue of emotionality, expressiveness, evaluativeness and renewal of phraseological units. Journal of Foreign Languages And Linguistics, 1(2), 136-140. <http://fll.jspi.uz/index.php/fll/article/view/111>
10. Mamatov, A. E. (1999). Issues of the formation of the phraseologisms of the Uzbek language. Abstract for Doc. of Philol. sciences.
11. Mamatov, A. E. (1999). Issues of the formation of the phraseologisms of the Uzbek language. Abstract for Doc. of Philol. sciences.