

METHODOLOGICAL PRINCIPLES OF FORMING MUSIC LITERACY IN PRIMARY CLASSES

Yusupov Yusupboy Mansurbek ugli

Tashkent State Pedagogical University named after Nizami Master of music
education and art direction 1st year

Abstract: The article provides instructions on the effective organization of music lessons in educational institutions. Also, in the process of music education today, the increasing interest and passion of students in the art of music and the importance of this art in the spiritual development of young people are highlighted.

Key words: Music culture, aesthetic education, national culture, educational institutions, national values.

Introduction.

It is not a secret today that the country's future prospects depend on educating all-rounded and perfect people. Every pedagogue should feel this clearly and clearly.

To unite the people towards a great future and glorious goals, to invite every citizen regardless of the nationality, language, religion and belief living in our country to live with a sense of responsibility for the happiness of the single homeland, to achieve the priceless heritage and traditions of our ancestors, to be perfect educating people is the main goal of the idea of national independence.

Today, music plays an important role in the formation of a person; actively affects his emotions and psyche. Bringing from the basic situations of general education schools to the world of sophistication and giving spiritual education. In this, the teacher introduces the children to an important piece of music and plays it expressively "live", attracting the attention of students, developing their speech, thinking ability, broadening their world view, emotional feeling. actively affects them as well. The content of music lessons includes not only mastering, but also the development of students' minds, their

attitude to reality, the formation of their aesthetic culture, and the formation of other internal feelings.

Every music teacher is required to approach his work creatively and inquisitively. Organization of music literacy activity at the level of demand in music lessons ensures that knowledge and concepts related to this activity are delivered to students in the course of practical activities of the lesson in all respects.

As we know, each activity in the music lesson has its own goals and tasks. By listening to such music, the most necessary knowledge and concepts are formed, such as the structure of the music, the genre, the character of the idea of the work. In turn, these knowledge and concepts are essentially theoretical knowledge. When singing in a choir, the main goal is for children to acquire vocal and choral skills. In this process, the rules of vocal singing are mastered in the form of theoretical rules. Means of musical expression, notation, pauses, chords, tempos, measures, repetitions, dynamic tones, diction, tone, ensemble, pauses and hakazos are taken into account and their rules are mastered. It seems that these activities have a mutual effect on strengthening students' knowledge and skills in music literacy. To a certain extent, these activities can be said to be a practical manifestation and continuation of music literacy activities, thus the importance of musical theoretical literacy in the formation of general musical culture of students can be described in this way.

Achieving the educational effect of music, arousing interest in music in students, strengthening the desire to master expressive means that illuminate musical artistic images in the process of music perception are among the most important tasks facing music education.

Theoretical knowledge of musical literacy is one of the important factors in expanding the spiritual world of students. The wider the spiritual world of a person, the more he will become a person who will benefit the development of society.

The process of forming students' initial musical-theoretical skills will be effective when the pedagogical goals defined in the lesson, the perception of music, and the

musical activities are integrated, i.e. connected; It is appropriate that the goals and tasks to be implemented from the lesson include the following.

- Development of students' ability to feel, understand, perceive music.
- Developing theoretical literacy skills;
- Development of singing (group performance) skills:
- Formation of differentiation, comparison, observation skills in the process of listening:
- Rhythmic accompaniment to music and development of performance skills by performing actions in accordance with it:
- Development of creative thinking in the student in the process of mastering knowledge and concepts related to music theory.
- Forming a national-musical worldview in students through the artistic and ideological content of music, achieving improvement of aesthetic and moral education.

In the course of such a lesson, attention, thinking, memory, and the spirit of emotional uplift arise. In the studies of pedagogy and psychology, it was emphasized that these factors are directly related to all types of creativity formation. Moreover, the entire educational process cannot be described without them.

In the implementation of these goals, the teacher should prepare seriously, work tirelessly on himself, that is, in order to increase his knowledge, he should go to scientific literature, theater, museums and improve the ways of improving his consciousness. An important role is played by the exemplary equipment of the classroom where music lessons are held. Technical tools, methodical visual aids, piano instruments and Uzbek folk instruments should be equipped, lesson plans should be created using the program, and new technologies should be used. Thus, it is required that the purpose and content of all activities of music lessons illuminate the contents of the lesson, connect all parts of the lesson with each other, connect them with life. To

perfect the musical culture of elementary school students and to develop their musical literacy skills at a higher level is one of the urgent tasks today. One of the most important factors in the implementation of these tasks is to achieve deep mastery of the students' initial musical-theoretical knowledge. It is necessary for the teacher to achieve that each lesson and the educational and educational processes in the lesson are accepted by the students in a cheerful spirit, with interest and enthusiasm. For this, it is necessary to give priority to the organization of musical literacy activities separately and on the basis of other activities in an interesting way - with the help of didactic games. Only in this way, the process of learning musical-aesthetic education, in particular, its theoretical foundations, will be effective in primary classes, where the foundation of musical education is laid.

REFERENCES:

1. I. Karimov. "High spirituality is an invincible power" - Tashkent, Spirituality, 2008.
2. M. Boranov. "Gradual development of spiritual and educational policy in Uzbekistan". Tashkent, Spirituality, 2016.
3. N. Hasanova: The role of women in the development of the Uzbek national musical heritage. Aktualnyy vyzyvi sovremennoy nauki IX international scientific conference January 26-27, 2017.
4. Concept of music education and training in general education schools. - Tashkent, XTV, 1995. /2103