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THE EDUCATIONAL IMPORTANCE OF LISTENING TO MUSIC FOR SCHOOL CHILDREN

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ABSTRACT

The pleasure inherent in a morally and aesthetically educated person is expressed in such a way that it influences a person's heart to ask for a good word, advice, guidance. If you want to teach word formation, if you want your students to strive for good, cultivate the tenderness of the young heart, the sensitivity of the senses. Music is one of the most important means of influencing the young soul. You can't put it into words, you can explain it, but you can feel it. The main source of music is not only the external world, but also the person himself, his spiritual world, thinking and speech. This makes the teacher's job a bit more complicated, requiring him or her to perform all the music in the classroom. This is a complex task, which requires each music teacher to constantly improve their performance skills, and each lesson requires careful preparation. The emergence and formation of music and aesthetic culture depends on the complete mastery by students of each piece listened to. The student will then be able to fully integrate the teaching and learning skills taught by the teacher.

KEYWORDS: *Aesthetics, Emotion, Vocal Chorus, Noble, Melody, Image*

INTRODUCTION

The Prophet (peace and blessings of Allaah be upon him) had a quality that was manifested in his delicacy and sensitivity. This quality sharpens his ability to experience. A person with a sensitive disposition will not forget the sorrows and misfortunes of others: his conscience will force him to lend a helping hand. Music and singing also cultivate this quality in a person.

The same is true of music: when you listen to a well-performed song, you have in your heart an image of music side by side with clear musical images. You can't put it into words, you can explain it, but you can feel it. The main source of music is not only the external world, but also the person himself, his spiritual world, thinking and speech. A musical image is a unique representation of the nature of objects and events in the eyes of the reader. The child's attention is drawn to the objects and events of the new world created before his eyes, and at the same time his mind draws a picture of a bright landscape, which requires expression. The child seeks material for new ideas and reflections and creates through words. The melody evokes vivid images in children. He is an invaluable tool of the creative forces of the mind.

Children listen to V A Sukhomlinsky, listening to E. Grig, who in his imagination embodied in his imagination mythical ideas and impenetrable thickets, the image of noble and evil beings: children voluntarily take a pen and an album, wonderful they wanted the images to be reflected on paper. The music would even activate our activities, the minds of the children. It seemed as if the musical material was giving some sort of miraculous power to the thought-provoking textures. I found that the increase of mental power under the influence of music was a source of inspiration.

We have thought with you above that music can enter a child's world of nobility and increase his spiritual strength. Now, let's talk about some of the things that can be done in music lessons. In the music section of the lesson, students will be introduced to a variety of musical instruments, their sounds, musical compositions of various characters, and the composers who created them. The music that children listen to in elementary school should not exceed 2.3 minutes, as the attention of children of this age is still distracted and unstable. That's why they can't sit still for long. Attention is paid to the fact that the works listened to are age-appropriate, understandable and colorful.

All the children in the class sing in unison during the lesson. It is true that children who sing incorrectly at first interfere with the general song, the purity of the melodies: but it should be remembered that children's ability to listen to music gradually develops in the process of teaching. Developing vocal choir skills is a long process. Therefore, we cannot deprive children of the opportunity to develop both the ability to listen to music and the voice is not well developed.

If a student sings poorly during class, it does not mean that he or she has a poor ability to listen to music. He may hear well, but his voice is unruly. In such cases, there is no harmony between listening to music and sound. After some time, as the vocal apparatus develops and its range expands, it often becomes apparent that the student has the ability to listen to music, as well as the necessary vocal chorus ability. If a student sings only a few sounds in the middle of the range, it means that his abilities are not limited, not his ability to listen to music. It is not necessary to conclude that the child's ability to listen to music is bad. Children with hearing impairments should not be excluded from singing and music lessons, but should be given more attention as students who are temporarily behind.

Children's attentive listening to music is slowly becoming a habit, which is one of the most important conditions for music lessons. This opens up a wide range of possibilities for a deep and complete understanding of the piece of music. It is important to prepare students to listen to music directly, to focus their attention on the work being listened to. Before the reader listens to

the work, draw the children's attention to the content of the work; a short and interesting conversation about his creation or the work of the composer of this work. For example, before listening to the song "Koshchinor", I would like to tell the children about the history of the song "Koshchinor", the idea of the song and its plot. The conversation should be lively and interesting, the story should be short and figurative. The teacher invites you to listen carefully to the song. Before listening for the second time, he asks the children: "Listen carefully, does the music really reflect the image of autumn?" Then the teacher draws the children's attention to the calm figurative tones in the music. As a result, children see a sad image of autumn: the whispering of yellow leaves in close tones, such as the chirping of birds, the roar of thunder, the roar of the wind. During the last listening, the children's attention is drawn to the dynamic characters in the work, the slow and loud performance of sounds. Then the attention is drawn to the melody of the "Old Song", the sound of which is accompanied by the sound of the water, and in the midst of the perception of the second kind of melody, they have to learn the beauty of art.

How the music source is played is also extremely important in the process of listening to music. There is a source for listening to music for Uzbek schools, but very little. This makes the teacher's job a bit more complicated, requiring him or her to perform all the music in the classroom. This is a complex task, which requires each music teacher to constantly improve their performance skills, and each lesson requires careful preparation. The piece of music must be per The importance of music education in educating the younger generation as highly cultured, aesthetically pleasing people is invaluable. In particular, Uzbek music is a key opportunity in this regard. The accuracy, correctness and smoothness of such an opportunity depend on the enthusiasm of music educators. Teachers and educators, especially those who teach elementary school students, take on more of the challenge. Because the fate of little boys and girls who still can't read or write, but who can grow up to be great people in the future, is in their hands. Therefore, in the future, we also need to be very vigilant and proactive in the process of teaching students. Even a small mistake can give a reason in the future.

It is important to teach students to enjoy singing and melody, first of all, in the formation of aesthetic education by organizing music lessons in primary school. The teacher should perform the following tasks in teaching them, in awakening aesthetic education in students:

- To arouse children's love, interest and interest in music;
- Vocal - choir skills and basic singing lessons;
- Development of creative abilities of students;
- Adherence to the culture of speech;
- To develop students' artistic tastes (dress code, posture).

The implementation of these tasks will continue systematically from the first grade to the upper grade. The songs included in the curriculum of music culture also play an important role in the development of aesthetic culture with the age and interest of students, the diversity of content, interesting melodies. In it, especially the lyrical dance jokes about the motherland, beautiful nature, seasons, birds and wildlife, many songs of a humorous nature are necessary to increase the aesthetic pleasure of students, to fulfill educational and cultural tasks and to sing. helps build skills.

The emergence and formation of music and aesthetic culture depends on the complete mastery by students of each piece listened to. The student will then be able to fully integrate the teaching and learning skills taught by the teacher. The musical heritage of our people is a unique treasure, it has three locks, the three most important interrelated aspects of the listener and the performer, the keys to it. These can be defined as follows:

1. Ability to listen to music.
2. Musical taste.
3. Sensitivity, musical perception.

The ability to listen to music is not just a matter of listening to it; it is a very complex process. In particular, some people listen to music well and ignore it. No good music can influence such people. Formed in an expressive and highly professional manner and the instrument must be clearly tuned and the sound must be resonant, otherwise the play will not leave a lasting impression on children.

On the plus side, not everyone who listens to music is a good listener. Those who listen to music well will have the following important analytical skills:

1. The ability to listen to music.
2. High-low sounds, perception of intervals.
3. Rhythm sensations are well formed.
4. The ability to combine sounds well.
5. The ability to feel the timbre (color) of sounds.
6. Feel the sounds of highs and lows.
7. The ability to remember one voice well.
8. Gamophone in polyphonic works - a sense of harmonic intervals and chords.
9. Sense of imitation situations.
10. To know the form of a musical work, etc ...

Music pedagogy has proven that all types of musical ability can be developed through systematic practice. These aspects show that, as an analytical skill, music can ultimately improve the artistic taste of the listener.

Oriental scholars have said many things about how music penetrates and enriches a person's inner world. In the East, the treatment of the sick by means of music has long been common. In particular, the great physician Abu Ali ibn Sina wrote in his book "Laws of Medicine" that he treated the mentally ill through music.

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