

## DEVELOPING STUDENTS 'ABILITY TO SING IN NATIONAL MUSIC

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### ABSTRACT

*Musical literacy, the activities of composers, musical performance, singing, choir, ensemble, composers and composers of the orchestra, knowledge of Uzbek folk instruments, creative activities of famous Uzbek folk musicians and singers, musical terms and phrases, musical genres, modernity in music and the assimilation of our national musical culture based on themes such as contemporary music, national pop music and its performers.*

**KEYWORDS:** *Musical Literacy, Musical Performance, Singing, Choir, Ensemble, Orchestra Composer, Composer, National Stage, World Musical Art, Love Of Music, Personal Feeling, Musical Perception, Means Of Expression, Musical Taste, Solo And Violence, National And Classical ... Music, Musician Or Singer.*

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### INTRODUCTION

Primary music literacy, musical activity, music performance, singing, choir, ensemble, orchestral composers and composers, knowledge of Uzbek folk instruments, creative activity of famous Uzbek folk musicians and singers, musical terms and phrases, music genres, modernity in music and it involves the assimilation of our national music culture on the basis of themes such as modern music, national pop music and its performers. [1]

Music perception (listening). It is difficult to assess the importance of listening to music in children's musical knowledge systems. It is impossible to teach culture without listening to music, to get acquainted with the masterpieces of world music, to teach the means of expression of music, to awaken love for works of high musical art. The process of listening to music plays a very important role in shaping these qualities. While listening to music, children listen to samples from the works of various composers and composers. D. In Shostakovich's words, "To love music, you must first listen to it ..." Listening to works about homeland, friendship, work and other physical and mental activities has a positive effect on children. If the child does not ask any questions about the music or work of art he is listening to, if he does not have any feelings, if there is only a message in the form of a message that is not related to personal feelings and attitudes, then the task is considered unfulfilled. In his work "Musical Psychology" VI Petrushin dwells on the psychological properties of music, as well as on the perception of music. In his opinion, when a listener listens to a piece of music, he can immediately identify its author and the name of the melody if he has heard it before. Each piece of music evokes the impressions and experiences that a person has gained throughout his life. But when the listener listens to a piece of music, he must understand the mood, the feelings of the composer, not himself, through the means of expression of music. According to V. Petrushin, the formation of musical perception

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depends on the formation of this musical hearing ability. [2] But he also points out that a person's upbringing, education, and age also have a significant effect on his musical perception. Everyone believes that the taste of music is closely linked with his place of residence, living environment and the social environment that surrounds him, V. Petrushin. The scientist also says that "... musical perception is the initial stage of thinking ...". So, analyzing the opinion of the scientist, we can conclude that:

1. Musical perception is related to auditory perception.
2. When perceiving music, the previous impressions are embodied.
3. People's musical taste is directly related to the social environment in which they live.
4. Musical perception is one of the first stages of the thinking process.

In her Theory of Music Perception, N.A. Vetlugina describes the extreme impact of music and the early stages of the formation of the skills of perceiving it through the human mind. First of all, N. Vetlugina is a scientist who has been dealing with the problem of children's perception of musical works. When he talks about the importance of listening to music, he emphasizes that listening to music has a greater impact on people's psyche than playing. N. Vetlugina also speaks about the fact that the process of listening to music has its own methodology. When we listen to songs of different content to students at school, it is permissible to organize the listening process and develop effective ways to do it. [3] According to N. Vetlugina, music has a multifaceted effect on a person: melody and its musical expression affect a person's emotions, evoke different feelings in him, create different moods. The text of the song, the ideological content, affects not only the emotions but also the minds of the listeners, making them excited and forced to think. B.V. Asafev (1884-1949) explained listening to music or perceiving music in two different ways:

1. The listener becomes accustomed to his performance and enjoys it, and listening to music becomes his daily work.
2. The listener immerses himself, his whole body in the ocean of music, feels it with his heart and listens as a true music connoisseur.

As we can see, BV Asafev also distinguishes music listeners. He teaches that the original scholar listens to music differently and simply the amateur listens differently. Naturally, as a musicologist perceives music, he can easily express his opinion about the creator, form, character, genre of music. However, when an amateur listens to music, he can only give a partial idea of the nature of the music, the artistic image. In the second stage of knowing the work, the child must express his opinion about the work, evaluate its ideological and artistic content, analyze the characteristics of the work. It combines the knowledge that humanity has accumulated about the author and his works in criticism, art criticism, and so on. Listening to music, the ability to distinguish between solo and violin, the ability to distinguish words and timbre of words, the development of musical taste and understanding, listening to samples of works by Uzbek, fraternal and world composers. The acquisition of this knowledge increases the musical and aesthetic level of children. It is important to develop children's perception of music, to understand its language, to create a circle of each child's favorite musical works, to instill in them a sense of gratitude to the authors of musical works, to arouse interest in national and classical music. One of the unique features of music culture lessons is that it covers many

activities of music education. Among these activities, choral singing and listening to music play a leading role in shaping children's musical tastes. [4]



Children's musical tastes are also formed in the process of singing - singing, accompaniment on musical instruments, rhythmic movements under the music. To inspire children to love music, it is important to love the music they are listening to. This quality is realized only through a work of high artistic and aesthetic level. When a person listens to a good song from a skilled performer, he evokes impressions and thoughts about the piece of music. How listeners perceive a song, how much they are affected by it, the effect of a piece of music on the feelings and consciousness of the listener depends on how the music sounds, how well the musician or singer performs the piece. But

that alone is not enough to listen to music. When listeners have an idea about the creators and authors of music, the period, shape, type, size, rhythm, etc. of the work, they fully understand the content of the work, as well as the work has a positive effect on inner feelings and experiences. forms. [5]

In the implementation of musical education, children should be taught not only to perform a piece of music, but also to understand music emotionally and spiritually. Basically, children hear music while singing. as a rule, the teacher plays the song to the children before teaching it. This makes it very rare for students to hear and understand music. To do this, the teacher must first teach the students to listen to more complex melodies and songs than the songs they sing. That is why the teacher himself is required to be able to play music and sing at a high level. Unfortunately, not all teachers currently have this opportunity. [6]

But a methodologically skilled teacher can organize children to listen to music in a highly emotional state using a variety of technical means, audio tapes, music centers and computers, i.e.

a modern music culture teacher uses every opportunity to help students understand the true meaning of music. and be able to use visual aids effectively. [7]

However, it should be borne in mind that a piece of music performed by a teacher is more impressive to students than a work heard on a tape recorder. If the teacher plays the piece of music first and then puts it on the tape recorder, the result will be high, of course. The main tasks of listening to music in primary school include two main areas: Get acquainted with the works of different content and different authors, collect music reserves. Mastering musical terms and concepts, basic knowledge about the means of expression of basic music, the elements of a musical work. In the methodologically correct organization of lessons in the system of music education, the work listened to in the lessons should be based on the theme of the quarter in terms of musical structure, artistic and ideological content. The process of listening to music can be divided into the following stages: [8]

1. Introductory speech of the teacher about the work to be listened to (in this case, the teacher tells the students about the authors of the musical work, the history of the work).
2. Listening to the work performed by a teacher or a tape recorder.
3. A simple musical and artistic analysis of the listened work through conversation.
4. Listening to the whole piece of music and making a final conclusion about the general impressions of children about the work.

Following the above steps, if we listen to musical works of different character, which are relevant to the lives of children in terms of subject matter, and have a brief information about the life and work of the composers who created these works - we will achieve the intended goal. Thus, children will acquire the following skills and abilities in the listening part of the lessons: - Listen carefully to the piece of music in silence. - Understand the content and nature of the work when listening to a piece of music; - have a simple understanding of the means of expression of music, genres (song, dance, march), timbre; - be able to hear and distinguish the voices of men, women, children and mixed choirs, soloists; - Distinguish between national musical instruments, orchestral types, musical genres, etc. [9]



Singing activities. Music plays a leading role in the education of students. This type of activity is closer and more understandable to children than other types of activities. Students love to sing. Singing is the leading type of activity in the performance of students, which plays an important role in the musical and aesthetic education of students. A good song delights a child, nurtures and nurtures him in every way. Unlike instrumental melodies, singing has a strong emotional impact. Because the song reflects the artistic unity of text and music. Singing has a profound effect on a child's personal upbringing. The song serves to grow a person's mental maturity, expand his worldview, enrich his perception of the world around him. [10]



In the process of singing, they have a deeper understanding of music, more actively expressing their experiences and feelings. The lyrics of the song help students understand the content of the music and master the melody more easily. Children understand the melody played in the voice better than the melody played on any instrument. In the process of singing, children develop musical abilities: Musical hearing, musical memory, sense of rhythm, as well as singing develops from musical abilities: sense of meter and rhythm, musical hearing, sense of fret. Singing as a group is necessary to develop students' musical reading skills and performance skills. In the process of singing as a group in the classroom, the student tries to control his own voice performance, to hear and observe the performance of his teachers, and to interact with them, fosters a sense of team unity, cohesiveness, mutual friendship. Singing has a great impact on a child's psyche, as well as his physical growth and development. In group singing lessons, students' attention, awareness, and activity increase, musical memory develops well, and a sense of enjoyment emerges as they perform learned songs. They have a deep understanding of the meaning of the song and the tone of the music, and learn about life through the content of the work. Singing also helps to develop students' speech. [11] Because the lyrics of the song are played over a long period of time, children learn new words without mistakes. The teacher checks the correct execution of the words. The process of singing unites children with a common mood, they learn to work together. They hear their comrades hurrying or falling behind and call them to sing at the same pace. Singing is the main tool of music education. It is very close to children compared to other activities. By singing, they perceive music more actively. The lyrics help to understand the content of the song. In singing activities, children develop a sense of memory and rhythm of how to listen to musical skills. Singing develops children's speech. The music teacher supervises the students as they sing the word to the tune during the singing process. The distinctive features of the child's voice are delicate, soft soft. The baby's throat will be big and small with a joint in it. The sound is therefore soft and amplified through a sound resonator. [12]

The resonator is divided into two: 1. upper head resonator. 2. lower chest resonator. The chest resonator amplifies the sound. The main resonator makes the sound resonant. [13]



Singing is a complex process that produces sound, i.e. hearing and singing must be interrelated during singing. Children imitate the speech and tone of adults, expressing in their voices the sounds of birds, pets. In order to effectively form singing skills in students, we must first know the structure of the human vocal

apparatus. The mouth, nasal cavity, larynx, trachea, bronchi, and lungs are the sound-producing organs. The main sound system is located in the larynx. Work on the development of children's singing skills will be carried out gradually. With this in mind, the school curriculum includes works appropriate to each class range.

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