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## THEORETICAL FOUNDATIONS OF TEACHING MUSIC LITERACY IN ELEMENTARY SCHOOL STUDENTS OF GENERAL SECONDARY SCHOOL

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### ABOUT ARTICLE

**Key words:** musical knowledge, skills, skills, competence, 34 hours of musical literacy or lessons in an orderly step-by-step manner.

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**Abstract:** This article presents the analysis of music education in the 20th and 21st centuries in the “Music culture” classes of primary secondary schools and the teachers’ and students’ involvement in the organization of music clubs. taking into account psychological and physiological aspects, purposeful use of interactive, interactive methods, composition of musical impressions and formation of necessary musical knowledge, skills, skills, competence, 34 hours of musical literacy or lessons in an orderly step-by-step manner, the order in which it should be passed, from simple to complex, ways and means of achieving musical literacy as a result of efficient use of time are shown.

### INTRODUCTION

The historical reality that emerged in our country in the last stages of the 20th century showed the need to create a new education system. In the first years of independence, one of the main tasks of our government was to restore the original state of pre-school and school education, science, art and culture and develop mechanisms for its development. The most powerful tool for solving this problem is public education, which is implemented in public schools everywhere. In this regard, the psychologist M. Rubinstein said that “people not only take on the change of political forms and the state of social units with their own zeal and impatience”, but they naturally adopt to recreate any cultural content. is done, and especially in the desire to go at a fast pace, they pay special attention to children” correctly puts forward the idea. Thus, it can be said that the comprehensive school has become public, as well as public and compulsory. It was determined that proper organization, management and control of this process will be carried out as a political-ideological event at the state level.

The first decade of the 21st century entered the history of our country as a period of intense theoretical research. During this period, there was a period of development of the principles, content,

organizational forms and methods of the educational process. The continuous education system of the Republic of Uzbekistan has been significantly reformed. As a result, the new requirements, principles, regulatory and legal support of the general education school were fully and comprehensively developed. An eleven-year free education school, including primary education (grades 1-4), was established. General education was recognized as necessary and mandatory. Music education is not left out in this process. On the contrary, "mass music education" has become a state policy, and singing lessons are officially placed on a par with other compulsory school subjects.

### **THE MAIN FINDINGS AND RESULTS**

At this time, it became important to consider the use of music education as the main tool in the organization of education and training in general education.

Today, great theoretical and methodological research work has been carried out in the field of music pedagogy. For the first time, many issues of music education were raised and to some extent solved, music science programs for general education schools were improved, methodical collections of music science for music teachers were published, general o New approaches to the organization of music education, as well as personnel training and retraining training courses were organized in secondary schools.

The main issues of staging music education in a general education school were revised. The goal is to develop the emotional sphere of the individual. An experienced music teacher says that in the process of music education, knowledge about music should not be prioritized (N. Kovin), but the ability to perceive it, experience the feelings that arise, turn them into a familiar and necessary need should be developed. To strengthen this position is to support the process of music education in every way. Music education is such an educational process that shows that artistic education should be its main goal.

Fundamental changes in the system of continuous education in our country were reflected in the main direction, goals and tasks of music education, as well as in music lessons. While preserving its previous form, it was enriched with new types of students' activities - listening to music, rhythm, improvisation, and acquired a different content. Activities such as the acquisition of musical literacy in folk songs learned from the science of pre-independence music pedagogy are subordinated to the new general goal of teaching the child a deeper feeling and understanding of music. Music teachers saw the way to achieve this mainly in solving educational problems. This shows that at the same time, the optimal ratio of education and upbringing can lead to a violation in favor of the latter. In this regard, music takes its place in the lesson of teaching songs based on sheet music. It becomes one of the mechanisms of learning the optional elements of music education and applying it to the teaching process, in which it performs a more or less important task for the teacher.

Music education, in particular, the use of notation in the study of song and finding a suitable place for it in the new music education system, breaking with the most exemplary traditions of music education methodology seriously hindered the development of methodological thought. This shows the effectiveness of organizing music education at a high level in a general education school.

Under the influence of the idea of developing the child's creativity, he calls for the improvement of effective systematic education. In particular, to form the skills of primary school students to sing with "free, pure artistic rhythm", "to master the melody", to "sing freely" it will be necessary to explain the competencies of feeling stable and unstable beats. Elementary students sing the song in unison, practice, etc. performance improves music literacy skills. In particular, the ability to divide the song into voices and gradually improve the skills of each elementary school student to understand and master

his voice parts. Every elementary school student understands that he should be completely free to sing, and most importantly, that he should follow his own desire to sing.

In recent years, primary school students of general education have been involved in the formation of singing (performance) skills, which are common in the field of music education, especially in the study of music literacy, the wishes of children in the educational process and ensures the emergence of a promising theory of free education that meets the needs. However, in recent years, regular study of musical-theoretical ideas, which are often found in the practice of music teachers, and their analysis, require organizing them directly on the basis of the goals of educational tasks. The result of this is the underestimation of elementary music education as a demanding process of both technical and theoretical skills formation, and therefore the existence of clear, generally accepted criteria for evaluating educational tasks and students. This approach to the topic of music literacy makes it a non-compulsory school discipline.

These processes imply that ordinary teachers and the participants of the meeting of the general education school staff of the music community on the issues of music education literacy in art education will focus on the critical situation of the music lesson. When it comes to elementary music education, some people treat it as a second-class job, sometimes the problem of children's music education is considered by the public. Secondary schools emphasize the informal and even careless approach to music lessons, especially the low level of acquisition of music-theoretical knowledge by primary school teachers. If we look for the basis of this, it is easy to understand that changing it is one of the main demands of today. Music teachers try to find ways to fundamentally change their situation.

Ensuring musical literacy in primary education music lessons of general education schools serves to guarantee the effectiveness of the educational process as well as to ensure the period of growth of music education. Music teachers try to study the conditions and consequences of the main problems of music lessons. In this process, determining the content of music education at school is the main task, and first of all, it requires scientific researchers to clarify music terminologies. This includes "primary education", "music in primary education", "music literacy in primary education", "music in school", "music", "note literacy", "note reading", "singing with the help of a note", a number of concepts appear, which show that it is necessary to understand and analyze them correctly and pay attention to the fundamental difference of musical-theoretical concepts. This led to the interpretation of the following definitions, which are widely used in music pedagogy. Thus, the concept of musical literacy was defined as a set of knowledge, skills, skills and competences in music, including the analysis of literature, learning the means of musical expressiveness, developing the ability to understand the structure of musical speech, various forms of musical works elementary acquaintance with music, as well as musical instruments and their use are among them. Music notation includes learning the duration of sounds and the corresponding pauses, learning the pitch and writing it in notation, learning the usual symbols found in notes (keys, metric indicators, transpositions, etc.).

Separating these concepts from a didactic point of view, music teachers show that music and musical notes are closely related in the educational process.

## CONCLUSION

Our country adopted at the state level in the general national education program and, taking into account the latest achievements of the science, the introduction of musical notes into the educational process in the introduction of the "methodology of teaching notes" – "solfeggio" for notation of single musical works. Realizing the importance and necessity and studying the methodology of music

education in the national school program has taken a big step forward. The active development of methodical thinking shows the need to pay special attention to the specific and general issues of music pedagogy, sharp and great interest in educational problems. Many well-known music performers, music education and music pedagogy education system are being carried out on a large scale.

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