



FORMING STUDENTS' MUSICAL-AESTHETIC TASTE THROUGH CLASSICAL SONGS IN MUSIC LESSONS

Muradov Mirshokhid Burkhanovich

Associate Professor of the Department of Music Education, Finland Pedagogical Institut, Uzbekistan

ABOUT ARTICLE

Key words: Student, music lessons, classical songs, aesthetics, musical taste, aesthetic taste, aesthetic education.

Received: 07.01.2024

Accepted: 12.01.2024

Published: 17.01.2024

Abstract: The article reveals the specific features of forming the musical-aesthetic taste of students through classical songs in music lessons. By teaching students to listen and sing classic songs in music lessons, opinions were raised on the balanced theoretical and practical knowledge aimed at forming their musical-aesthetic taste.

INTRODUCTION

One of the important features of the art of music is that it does not have the image of an object, typical of sculpture and painting, or the "portraits" typical of prose and poetry. Music expresses human emotions, experiences, and psyche. Along with the interesting and correct organization of lessons, taking into account the interests of students is one of the important pedagogical factors.

Accordingly, creating a situation that interests, attracts, and motivates students is the most necessary condition for developing aesthetic feelings in them. However, students' emotions and feelings occur when they directly perform familiar tunes and songs. The main factor is to try to make students aware of their emotions, to teach them to think independently, to evaluate, and to make full use of the available opportunities for this.

Education of musical-aesthetic culture, aesthetic feeling, skills, and aesthetic taste of students has a special place in the wide-scale educational work carried out in general education schools.

Art is an inexhaustible source of aesthetic education, because it is a completely and directly aesthetic world, a fascinating world that conquers the human heart and mind with infinite power [4]. Aesthetic consciousness and aesthetic taste is also a component of aesthetic culture, which is mainly formed in students through the acquisition of aesthetic concepts, skills and qualities through the medium of literature and art. The concept of aesthetic culture includes aesthetic conditions and education in which aesthetic consciousness and aesthetic taste are manifested in the process of various activities. The aesthetic culture of a person - this aesthetic consciousness expresses a set of thinking,

worldview, high spiritual and moral qualities. Therefore, it always develops in connection with the education of emotional feelings, aesthetic understanding, aesthetic taste, aesthetic needs [2].

Music culture classes of general education schools require long-term systematic and well-planned pedagogical activities, such as the formation of students' musical-aesthetic taste and musical perception skills, as well as the implementation of any other educational tasks. It is difficult to imagine the musical-artistic and aesthetic taste of elementary school students in school as a clear example of artistic-aesthetic imagination, outlook, thinking, ability to evaluate, formed according to certain criteria, and such evaluation is wrong.

Musical perception, thinking and artistic-aesthetic taste of children of this age are not yet at the level of reasonable thinking. Students come to school with different levels of musical preparation.

Because of this, bringing their musical hearing, listening and singing skills to a stable level requires a lot of work and effort from teachers. In this process, students' musical-aesthetic taste is still at an abstract level. You can be sure of this from the very first questions asked to them.

For example, "What kind of spoon do you like?", "What songs about the motherland do you know?", "Who wrote the music of the National Anthem of the Republic of Uzbekistan?", "Which Uzbek folk songs do you know?"

It will be difficult to get specific answers to such questions. The student will be confused not knowing how to answer these questions, or the answers will be vague and vague [4].

In the third and fourth grades, students are asked to sing and listen to the works recommended to which genre this song or melody belongs, who created it, its ideological and artistic content, whether it is a product of folk music or a composer's work, some aspects of the composer's work. They will be able to talk about. Every student is influenced by different musical tones every day.

At every moment of life, people come across songs of different genres and styles. But only a certain part of them will be popularized and recognized as good songs (art). Or on the contrary, low-quality music and clips downloaded by some older children, teenagers, students, recorded on CDs, belonging to foreign nations, created in imitation of them, can also leave their mark on the mind of a young child [4]. Here is a list of urgent tasks for music teachers to give students ample space for conversations, stories, and explanations about our national music, high examples of creativity, the best and classic works of our country and abroad during music lessons. must Therefore, when choosing a repertoire for elementary school students, they should not forget these aspects.

The use of folk songs is of particular importance today, when there are ample opportunities for inculcating the national values of our people in the minds of young people. The problem of forming students' aesthetic taste through folk songs in music lessons is an extremely urgent problem today. There is a need to develop scientifically based recommendations on the effective use of folk songs in the educational process as a form of musical and aesthetic taste.

Music lessons have great potential in forming students' musical-aesthetic taste through folk songs. After all, folk songs are directly connected with people's good intentions, dreams and inner feelings, their customs and traditions [5].

The well-known music theorist and critic BA Katayev wrote: "One should never give up on establishing an intellectual foundation in music creation and perception. When we listen to music, we not only feel and experience one or another situation, but also distinguish, select, evaluate the perceived material, and think accordingly. Cultivation of artistic perception, aesthetic taste, development of artistic abilities in students always interacts with intellectual and moral education.

Nowadays, in the process of teaching the science of music culture, in addition to the specific tasks of musical education and upbringing, it is necessary to perform more complex tasks. Because music education in school consists of many activities.

These are: music lessons, out-of-class clubs, musical public events, various artistic groups working outside of school, music schools, children's creative centers, play an important role in the implementation of musical-aesthetic education.

In addition, the influence of mass media, radio and television on artistic and aesthetic education of young people is increasing today.

All educational and practical tools form a musical-aesthetic environment in which the range of interests and needs of students in the field of music expands, develops, and develops aesthetic tastes. In order to understand and fully perceive each art, a person must have reached a certain level of artistic and general maturity. This level of maturity is considered the main factor determining the level of his artistic and aesthetic maturity.

That's why, according to a wise saying, "To enjoy art, you need to be artistically educated, otherwise even the most beautiful music will be meaningless to an ear that is not used to listening to a piece of music".[2]

It would not be wrong to say that the role and importance of musical-aesthetic and artistic taste is attributed to this idea.

REFERENCES

1. Nurmatov H. Music and aesthetic culture. - T.: Teacher, 1992. 26 May 2020y.
2. "Science and education in Uzbekistan" conference No. 3 "Oriental Art and Culture" scientific and methodical magazine.
3. Musurmonova O. Spiritual values and education of youth. - T.: Teacher 1996y.
4. Gudratov I. Aesthetic education of students through folk songs (monograph)-T.: Fan, 2009y, 164p.
5. Umarov E, Basics of aesthetics. - Tashkent, -Sharq, 2004, page 45.