



DIDACTIC POSSIBILITIES OF INTERDISCIPLINARY CONNECTION IN THE MUSIC EDUCATION

Khamrokulov Naimjon Bakhronovich

Senior Teacher of the Faculty of Arts, Department of Music Education, Finland Pedagogical Institute, Uzbekistan

ABOUT ARTICLE

Key words: Music, Education, Teacher, Theoretical, Practical, Singing, Melody, Repertoire, Vokal-Choir, Competence, History, Literature, Epic, Knowledge and Skills.

Received: 08.01.2024

Accepted: 13.01.2024

Published: 18.01.2024

Abstract: The article analyzes the possibilities of organizing music culture lessons taught in general education schools connection with subject to increase the effectiveness of the lesson and gives recommendations on the implementation of this process.

INTRODUCTION

While studying the possibilities of connection of disciplines in music education to increase quality and effectiveness of education on a scientific basis, based on results of practical observations and scientific research, we consider it appropriate to analyze the possibilities of a principal educational program that reflects "music - education - interdisciplinary connection".

According to characteristics of organizational structure, lessons "musical culture" held in general educational schools are fundamentally different from the teaching of other subjects because they allow pupils to participate not as passive participants, but as active participants performing direct educational tasks, conduct of the music lesson is naturally based on several subjects and finally they are organized with consideration of pupils' age and individual characteristics. In order to ensure that the lessons are held at the level of program requirements, knowledge, skills, professional training and experience of the teacher in several areas of musical art play a crucial role.

Therefore, it is natural that any musician or "non-educator" with a "narrow" specialization in music (graduated from an art institute, colleges, in several subjects directly used in music teaching methodology and music lessons) cannot organize music lessons methodically and pedagogically correctly.

In this article, we tried to study interdisciplinary connection of lessons mainly on example of grades 1-7 of general educational schools, though we think that it is worth noting that organization of music lessons in interdisciplinarity has wide possibilities in all stages of education.

A foundation of music education is laid in the general educational schools, that is, during this period, pupils acquire general concepts and knowledge of music and musical theoretical knowledge. Because music education in general educational schools does not aim to prepare a "musician".

During seven years of study, pupils learn the most necessary, elementary rules of music theory, tunes, classics and status works written in different genres and styles of music art, belonging to different character and performance traditions, they also get to know, at least in part, the works and activities of modern composers, examples of the music of brotherly nations and foreign music, the greatest representatives of world music art. In this activity, together with their musical culture, there is formed musical thinking, outlook, moral and aesthetic maturity of them.

Exactly in this process the quality of education, interesting and organizational-methodological diversity, implementation of advanced pedagogical technologies and rational use of interdisciplinary communication opportunities contribute to further enriching its content.

In elementary grades, pupils learn songs suitable for children's world, get acquainted with game and dance tunes, and acquire the first skills of practical performance. A main goal is to introduce pupils to magical music world, to introduce them to the wide possibilities of music art in describing the world, people, various creatures, and nature.

As a result of mastering various subjects, pupils in the upper grades begin to gain the ability to understand the world on a scientific basis, to systematically and figuratively perceive their imaginations and concepts, during the process of understanding the laws of social and natural phenomena, relationships between realities, their imaginations begin to turn into conscious knowledge.

It would not be mistaken to mention that the repertoire of songs taught in music lessons covers all aspects of the world we live in. Along with the songs reflecting spiritual experiences of a person, dreams of a prosperous life and a prosperous future, a wide space is given to the works demonstrating the society and natural phenomena, landscapes, appearances, flora and fauna, their characteristics, as well as high human feelings and qualities.

Analysis of the subject and content of the works included in the music science program of general educational schools, theoretical, literary and historical data shows that range of recommended works for listening and singing is very wide. This requires music teachers to act based on pupils' general musical knowledge, skills, interests, and opportunities, as well as using a right to choose a free repertoire, when choosing samples of songs included in the program of each class. This, in turn, leads to implementation of the class program with a slight reduction. A breadth of lesson hours and scope of topics reveals that the teacher, using the method of speeding up his lessons, should take an accurate account of his/her activities and organizational and educational tasks performed in them when planning each lesson.

During the teaching, it is appropriate to pay a special attention to the following:

1. Knowledge of other disciplines based on the method of interdisciplinary communication and proper and productive use of concepts; For example, when learning the text of a song, one can use native language, beautiful writing, and possibilities of reading with artistic expression.
2. Development of musical abilities. In this case, it is necessary to listen to music, feel the rhythm, concentrate on one point (topic of the lesson), remember (memorize), and act according to the age and individual abilities and characteristics of the pupils. This is a complex pedagogical process requiring the teacher to work on unique pedagogical and psychological approaches basis.
3. Mastering musical theoretical knowledge:
 - acquisition of knowledge and understanding of musical literacy;

- listening and analyzing a piece of music;
- acquisition of vocal-choir skills;
- to be able to describe music genres, to have an understanding of melody and its structure;
- to be aware of general concepts related to the development of music science;

In the process of singing and listening to music in accordance with the acting program, it is possible to determine its key (major or minor), scale, rhythm, character, adjust the voice when singing (vocal-chorus), make the song artistic. Expressive singing (mother tongue, literature, music history) is carried out in practical activities while understanding the emotional content.

Using the educational film "Uzbek folk music" for listening and learning samples of Uzbek folk tunes and songs, listening to samples from the class audio library, conducting an analytical discussion, it is possible to devote a wider role to question-and-answer and discussions in this process. Explaining that Uzbek folk music is an integral part of folklore, especially in the literature class, allows pupils to gain wider knowledge and understanding.

In the process of introducing the musical art of the brotherly nations, it will be good to dwell on the common aspects and features of their close relationship with each other. For example, in the 6th grade, the topic of the 3rd quarter is called "Classical music of the Eastern nations", and during the course of the quarter, pupils will learn about Arabic, Turkish, Azerbaijani, Turkmen, Iranian, Chinese, Japanese, Indian, Kazakh, Kyrgyz, Tajik people who have been in close historical, political, social and cultural relations with each other since ancient times and to acquire common knowledge and concepts about music culture.

During the lessons on this topic, musical culture of the eastern peoples (maqam, mughom, mugham, raga), musical instruments (rubab, rebab, setar, ud, al-ud, nay, q'obuz, qabuz, gijjak and etc) it is necessary to pay special attention to the naming, construction, similarities in sound, dances, common aspects of national clothes. In this place, there are opportunities to refer to sources of art history.

In the 7th grade the pupils are taught the knowledge of Kashkadarya-Surkhandarya, Tashkent-Fergana maqam roads, Khorezm maqams is studied within the topic of "Local styles of Uzbek folk music", explanation that it is a symbol of ancient cultural-musical cooperation between Tajik and Uzbek peoples, their musical instruments are similar, many folk songs are sung in two languages and in the same tone (bilingualism), and it also plays a positive role in their formation of international feeling in children.

In general, a good study of educational materials of history and literature, with an aid of which the most ancient forms of musical art there can be given clear and reasonable insights about existence of national musical art of each nation, and artistic expression of each era are reflected in music.

As we know, singing genres based on literary texts are also widely studied in literature. For example, kushik/song, alla/nursery, yalla/song, lapar/folk song, mavsum/folk song, ritual songs, especially epic creations, are widely studied in the field of folklore studies.

These genres are recommended as literary genres in scientific research and educational resources in the field of folklore studies, their major features of performance, traditionality, performance methods, and essence of the genre are described in detail. Similarities and differences of the mentioned genres were studied based on ethnic characteristics of the local population of each regional oasis.

Therefore, it is important to organize lessons based on annual and quarterly themes of lessons of music culture, it is necessary to carefully study the teaching materials given in the textbook and to use what methods and tools to deliver them to the pupils, to determine possibilities of using additional

information about which subject can serve to increase the content, interest and efficiency of the lesson.

In this:

- to define the points of interconnection of educational materials in the textbook (theoretical, practical performance, that is, listening to music, singing in a group, etc.);
- trying to create the necessary conditions during the lesson, being convinced of positive role of interdisciplinary connection points in ensuring quality and efficiency of educational process;
- selection of active ways, methods, means of interdisciplinary communication and skillful use in the course of the lesson;
- knowledge, skills and competences learned in the content of educational materials in the textbook must be directed to a main topic of the lesson, and the rest of auxiliary materials should serve to supplement it, to expand general musical outlook and thinking of the pupils. Because the original content and essence of musical education and upbringing is to form musical culture in pupils. Musical culture is a very comprehensive concept that requires combination of a number of components in determining the level of cultural and spiritual maturity of a person. This can be explained in the following form;

A study of advanced work experiences, pedagogical observations and analysis of scientific researches demonstrate that any methods, forms and tools used in the educational process should be applied in accordance with certain standards, quality and efficiency of the lesson or additional information, including the use of interdisciplinary communication in lessons, should be based on a clearly developed plan, scenario, lesson development, and strong confidence in the end of the lesson. In this case, it is appropriate to correctly assess capabilities of the school, class, pupils, and to proceed from pedagogical conditions in implementation of interdisciplinary relations. It should be performed as follows:

- when organizing classes in an interdisciplinary relationship, knowledge, understanding, information, examples, analogies, and quotations of various disciplines should be suitable for the content of the subject, and serve to make it more meaningful, understandable, and clear on a wider scale;
- use of information related to sciences should be adapted in such a way that learning one of them helps to learn the other more fully and more thoroughly;
- implementation of the same approach to formation of common understanding, skills and qualifications;
- strengthening knowledge in other subjects (such as mother tongue, literature, history, mathematics, physics, pedagogy, psychology) while mastering musical, musical-theoretical knowledge;
- to be able to creatively use the knowledge and skills of other disciplines when acquiring knowledge, skills and qualifications related to the science of music;
- to reveal problems related to interdisciplinary subjects in the lesson and achieve independent solution by pupils;
- increasing attention to problem-based teaching based on the principle of simple to complex.

Interdisciplinary connection of music lessons allows to implement the principle of generality in content of education. They make it possible to deliver to minds of pupils the commonality of all sciences in natural, social and humanitarian category (understanding, comprehension, perception).

REFERENCE

1. Abralova M., Galieva D., Kushaeva A. Methodical manual for teachers. - T.: G. Gulom publishing house, 2008.

2. Alibekova R.I. Guidelines Russian Literature from word to literature. 5th grade. -2nd ed, stereotype.
-M.: Bustard. Rod – 52 pg.