

## AESTHETIC EDUCATION TO STUDENTS IN MUSIC CLASSES OF GENERAL SECONDARY SCHOOLS

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### Abstract

This article provides detailed information on how music teachers educate schoolchildren's aesthetic perception, aesthetic tastes, and develop their artistic abilities by using various pedagogical methods in music culture lessons in general secondary schools.

**Keywords:** music, education, school, method, aesthetic taste, artistic ability, lesson, analysis, student, general secondary school, pedagogical skills.

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Over the past period, the Republic of Uzbekistan has adopted a number of normative and legal acts on the development of culture and arts. In particular, the Resolution of the President of the Republic of Uzbekistan No. PD - 3391 of November 17, 2017 “ On measures to further develop the art of the Uzbek national makom”, August 26, 2018 Resolution No. PD - 3920 “ On measures for innovative development of the arts ”, Resolution No. PD-4038 of November 28, 2018 “ On approval of the Concept of further development of national culture in the Republic of Uzbekistan”, are becoming increasingly important.[1]

The issues of musical-aesthetic education are considered in connection with the general problems of education in modern pedagogy. Musical-aesthetic education is a much broader concept than musical education. In this process, the music lesson takes an important place, but it does not take a special place.

Active development of music perception skills, love for art and beautiful things in life, and the ability to creatively express one’s feelings in the language of music play a big role in musical-aesthetic education. Active perception of beauty in music requires thinking. One should never give up on establishing an intellectual foundation in the creation and perception of music. When we listen to music, we not only feel and experience one or another situation, but also distinguish, select, evaluate, in any case, think about the perceived material.

Cultivation of aesthetic perception, aesthetic tastes, development of artistic abilities always interacts with intellectual and moral education. In the correct organization of work on aesthetic education, it is appropriate to determine its approximate content for children of different classes, to determine specific requirements that are in accordance with the general tasks of education. This allows to avoid randomness, spontaneity, one-sidedness in the selection of tools and methods of aesthetic education, helps the pedagogue-practitioner to plan the work, distribute the material in a certain consistency, and see its final results. [2]

The aesthetic education program is aimed at developing interest, feelings, inclinations and abilities that help to form perception, imagination, memory and the emergence of an active attitude to life. Observing the manifestation of these qualities and their development is more difficult than observing the concrete results of knowledge and skills. It is important to determine the consistency of this development. Aesthetic education is a complex process. That's why we sometimes use expressions such as “Teaching children to be emotionally aware”, “Enjoying”, “Love and desire”, “Showing their abilities” and so on, in which we specify exactly what it is manifested in. For example, “Demonstrating musicality and poetic ability” is required, and at the same time how this can be determined and what is required of

children: “Correct intonation, listening to determine whether the song is sung correctly, high and differentiating low sounds, their strength and height, the change of tempo in singing, reciting poetry” is explained.

In addition to the specific tasks of musical education, the modern music lesson should also have the following tasks.

The system of musical education in a modern school consists of many elements, including music lessons, music, classroom and extracurricular activities, choral groups and clubs, vocal and instrumental ensembles, music schools, etc. [3] Mass media plays a very big role in this chain. The totality of educational and developmental means forms a musical-aesthetic environment, in which students’ interests and needs in the field of music arise.

The main form and basis of music education and training at school are music lessons conducted on the basis of programs recommended by the Ministry of Education of the Republic. The lessons provide for the comprehensive development of students in the field of music, and create a foundation for their musical culture. Music education in the classroom and outside of school relies on the classroom teaching system and consistently develops students’ interests and needs in music.

A music lesson gives a feeling of understanding the joy of musical creation, develops a sense of appreciation for beauty, the ability to enjoy the moral and aesthetic content written in a composer’s or folk music. In the lesson, all types of creative activity that are strongly connected with each other will be effective.

The unique aspect of the music lesson is that, in addition to the tasks of music education, the lesson also includes artistic and performance tasks. These statements refer to singing in a choir, which is an active form of music education in primary school. Singing in a choir with very ancient and folk traditions develops not only musical abilities, but also the quality of character, outlook, artistic taste, and aesthetic sense. Singing in a choir combines various forms of work carried out in the lesson: singing, musical literacy, musical perception, playing musical instruments, vocal improvisation.[4]

Today’s music lesson is distinguished not only by its diverse forms of work and wealth of information, but also by its technical equipment. About sound recording and re-broadcasting devices, sheet music, music in the music room for the completeness of musical-aesthetic education in accordance with the current requirements for the educational process to have a solid foundation there should be a series of books, visual aids, composers’ partitrets, projection devices, musical instruments.

In order for a music lesson to be as effective as possible, it should be carefully planned, dramaturgically structured and, above all, adequately provided with music. Education, training, development and education of students in the lesson should be done together and in interaction. This is one of the most important principles of music pedagogy.

The school of general education does not set itself the goal of preparing students for professional music activities.[5] However, the ability to understand music, perceive it and be affected by it gives every student, whether he will be a professional musician in the future, or has the basic knowledge, skills and abilities of musical-aesthetic activity in extremely diverse forms of musical culture. Whether or not he becomes a well-trained listener should be characteristic.

Aesthetic education is not separated from the general pedagogical process. Aesthetic education permeates many aspects of a child’s life and is inextricably linked with children's moral, mental, musical and physical development and in the main forms of organization of their activities: play, dance, training, life, work, holidays and events. will be done. Among the requirements of the program are the skills of cultural ethics - orderly dressing, behavior, cleanliness, observing appearance, etc. These requirements apply to both physical development and the acquisition of cultural and hygienic skills. However, it is impossible to imagine the aesthetic education of a child without mastering the elementary norms of morality. It is natural to consider such simple and everyday manifestations of morality as the formation of aesthetic qualities. As a result, they allow the child to have much deeper moral experiences.

In order to learn to understand beauty in music and life, it is necessary to go a long way to accumulate elementary aesthetic impressions, visual and intuitive feelings, and to develop emotional and cognitive processes to a certain degree.[6]

Understanding the content of a piece of music depends on the general culture of the listener, as well as his special training, and special training, in turn, affects the level of activity of the listener's attention. It is well known that listeners who are trained in music have a richer perception. A student who understands music is less influenced by fashion and is distinguished by a high level of artistic taste. It is possible to fully understand a piece of music only on the basis of understanding the unique side of the form of music, its content, the history of the development of music, having a great experience as a listener, having developed skills and qualifications in the field of musical and creative activity.

The music lesson at school is part of the system of aesthetic education, which in many ways is aimed at the spiritual development of the student.[7] Development and enrichment of musical-creative abilities, formation of musical perception skills, interest in musical art, and students' artistic creativity should be carried out according to a well-thought-out and consistent system.

The music lesson is characterized by listening and analyzing a piece of music, moving to the music, free creativity with its own types of activities. They cannot be mechanically separated from each other, because they are interconnected and sometimes absorbed into each other. In the process of listening to music, students acquire a certain amount of musical-theoretical knowledge, gain experience in the ability to listen to music, and at the same time develop analytical skills. In the process of singing in a choir, the singing voice and all components of the ability to listen to music (high pitch, rhythm, harmonics, timbre) are developed. Singing in a choir, playing musical instruments, moving to music, the development of performance skills in the process of free creativity turns students into active, interested, emotional participants of the training session.

The purpose of music lessons is to teach children to actively relate to beauty, to approach music creatively. This can be achieved not only on the basis of mastering and understanding any work, but also on the basis of knowing the history of its creation, the foundations of music theory, and the laws of its development.

However, the perception of music is the basis for all types of student activity in the lesson. Understanding music is necessary for a full understanding of the surrounding life, because in the end, the ability to penetrate deeply into the essence of a piece of music and an aesthetic thing in life contributes to the comprehensive development of a schoolboy's personality.

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