

The Significance of Analysis of Works in Mastering Music Theoretical Knowledge

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ABSTRACT

The formation of students' general musical culture in the "Music culture" classes of secondary schools depends on many factors, where listening to music, singing, theoretical literacy (acquiring theoretical information) are the main factors. occupies the rank. In this sense, the activities of listening to music within these factors are expressed in almost all activities. In this article, the importance of the analysis of works in the acquisition of music-theoretical knowledge for students by listening and analyzing music is widely covered.

Radical changes and updates being carried out in our country It aims to educate young people to be highly spiritual, independent thinkers, and responsible for the future of the country.

Raising the morale of the society, increasing the social activity of the population, the youth, as the most important task in the education system, was specifically defined in the Strategy of Actions for the further development of the Republic of Uzbekistan.

Attention is paid to the education of the young generation, especially from the first stages of education, first of all, love for the culture, history, art, literature, language and national values of our people, the meaning that can appreciate them, feel them from the heart, and develop them in the future. It is not for nothing that priority is given to the development of spiritually mature, intellectually capable individuals [2].

The formation of students' general musical culture in the "Music culture" classes of secondary schools depends on many factors, where listening to music, singing, theoretical literacy (acquiring theoretical information) are the main factors. occupies the rank. It would not be wrong to say that the educational activities carried out in almost all activities find their expression in the activity of listening to music within these factors . Because the studied song is also listened to first, and the information about it is conveyed to the students by listening and analyzing the music. In this process, concepts and descriptions are given directly to theoretical information.

Observations and pedagogical analyzes of music culture lessons in general education schools

have shown that many teachers do not pass the lessons at the level of the "State Education Standard" and the requirements and criteria of the science program, and that the lessons are not properly organized from a methodological and pedagogical point of view. (in most cases, it shows that they are only engaged in singing activities). The tasks of forming theoretical literacy and practical performance skills of students are, first of all, to be able to perceive music thoroughly, to be able to express one's attitude to it by analyzing musical works of different genres and styles, and to be able to evaluate (musical- artistic taste), requires education to acquire the knowledge, skills and abilities to be able to understand and sing and perform the ideological-artistic content of the work.

In relation to all links of the educational system where music is taught as a subject, music education in secondary schools is significantly different from the teaching of other subjects in terms of its organization, methodology and content (subject).

This uniqueness is expressed in the organization of the music lesson on the basis of five activities, which are logically connected to each other and aimed at clarifying the main topic of the lesson. According to the pedagogical goals, tasks, and organization of these activities, they are aimed at revealing the content and essence of the main topic of the lesson, as well as ensuring the quality and efficiency of the lesson, making it interesting and meaningful, and at the same time serve to form the musical culture of students. While the educational activities conducted during the lesson are in the form of independent processes, carrying them out in an integral relationship with each other arises from the specific laws of teaching this subject [3]. Singing in music lessons, music literacy, listening to music in primary grades, in addition to rhythmic accompaniment to music and playing children's musical instruments, are related to musical theoretical knowledge and practical performance by students. provides a wide opportunity to thoroughly master skills and knowledge with interest and passion.

Depending on the content, topic and nature of the lesson, an activity may be given priority. However, the structure of the lesson is mainly determined by theoretical knowledge of the subject and practical performance. Students listen to a piece of music during the lesson.

In this process, they get acquainted with information such as the ideological and artistic content of the music, its authors, the period of its creation, the style of performance, which local style it is, the composer, the product of the composer's creativity, genre, tonality, scale, form. This serves to form students' general musical and musical-theoretical literacy.

In the process of practical performance of the lesson, i.e. singing (as a choir), students need to be aware of notation, dynamic signs, conducting rules in order to acquire the skills of vocal-choir singing. The theoretical knowledge included in the program and textbook in the activity of music literacy ensures that students acquire the necessary knowledge, skills, and abilities in the field of music, in a word, musical culture as a whole.

We can show the organization of music lessons within the framework of the mentioned activities by the example of the structure of a lesson:

Subject of the lesson: Means of musical expression.

Type of lesson: Practical, interdisciplinary.

Educational goal: to give an understanding of the means of musical expression, to perform tuning exercises, to teach a new song, *to listen to a musical piece, to analyze it, to repeat and strengthen previously learned topics.*

Educational goal: formation of students' musical perception, taste, worldview and musical culture, awakening interest in understanding and learning about musical works, formation of moral qualities through listening and learned song, ideological and artistic content.

Educational tools: Synopsis, sheet music, textbook, songbook, video, audio recordings, musical

instruments.

Organizational part of the lesson:

1. Organizing the class;
 - ✓ musical introduction;
 - ✓ sending;
 - ✓ announcing the subject of the lesson;
2. Course of the lesson:
 - ✓ practical work;
 - ✓ voice tuning exercises;
 - ✓ strengthening the previous topic;
 - ✓ sing according to the note;
3. Learning new materials:
 - ✓ announcing the learned song;
 - ✓ a short conversation about the song;
4. Learning about music literacy:
5. Listening to music, analysis.
6. Children accompany musical instruments and perform rhythmic movements.
7. Creative tasks: to determine which time is suitable for accompanying the melody independently, to describe it, to determine the genre.
8. Reinforcement of the subject.
9. Homework: memorizing the text of the song, writing down examples of musical means of expression.

It can be seen that the scope of educational work performed during one lesson is quite wide, for this the teacher's consideration of the time limit and effective use of it play an important role.

Organizing a music lesson in this way, i.e. in a combination of activities, improves students' musical-theoretical knowledge and practical performance skills. has an effective effect on their acquisition. Therefore, it is necessary for a music teacher to master the organizational and pedagogical features of a music lesson and the methodology of the lesson.

Now let's briefly touch on musical activities (main activities):

1. It is appropriate to evaluate music listening as a leading activity in the system of musical-theoretical knowledge of teachers. Acquiring musical culture, getting acquainted with masterpieces of world musical art, national folk music heritage, works created in modern genres, acquiring musical-theoretical knowledge in the process (notation, means of expression), arousing interest in music in students. through listening and analysis. Russian composer D. Shostakovich said: "To love music, to get artistic and aesthetic pleasure from it, you need to listen to it." Listening to works about homeland, friendship, work and physical and practical activities has a positive effect on students. If the reader does not ask any questions about the music or art piece he listened to, if no emotion arises, if only a communication in the form of a message that is not connected with personal feelings and attitudes appears, then the task is not completed and the goal is not achieved.

In the second stage of knowing the work, the reader should express his opinion about the work,

evaluate its ideological and artistic content, and analyze the characteristic features of the work. In it, music theory, history, music analysis, vocal-choir, instrumental studies, native language and literature, knowledge about authors are incorporated. After listening to the music, the students should be able to distinguish the solos, accompaniments, and choruses of the performance from the timbre of the voice. In this process, their aesthetic culture, artistic and musical taste and thinking develop.

Formation of students' skills of receiving music, understanding of its expressive "language", creation of each student's circle of favorite musical works, instilling in them a sense of respect for the authors of musical works, interest in classical and status music. Shooting is one of the important tasks.

The initial stage of musical education include two directions:

1. of different contents and genres, collecting musical stock.
2. Acquisition of musical terms and concepts (theoretical knowledge).

the week in public places in the family . But the pedagogical purpose of the music listened to during the one-hour class held once a week, the information about it after listening to the piece, the musical analysis leads to its conscious perception.

2. Teaching students to sing as a group (choir) is the most important goal and task of musical education. Singing in a group plays a big role in the artistic and aesthetic development of students. Firstly, the song is created on a specific topic, and secondly, the human spirit and experiences are expressed in them. Ideological-artistic ideas in the content of the song have a positive effect on students' understanding of life, artistic thinking, growth of worldviews, development of moral qualities, their initiative, fantasy, singing voice, musical memory, vocal - develops choir skills.

In the singing process of acquiring musical-theoretical knowledge, the learned (sung) song is played by the teacher (or recorded), accompanied by a brass instrument. This creates the first impression the readers have about the song. After that, the teacher gives an idea about the creation of the selected song, its authors, and its characteristics. Then, together with the students, the genre, form, scale, measure of the song are determined. Then they start learning the song.

pedagogical and psychological research that attention, memory, emotional excitement and creative imagination are characteristic of all types of creative formation, without which the educational process cannot be imagined.

Each of the music lessons will be unrepeatable and unique to some extent. Every activity of the lesson, organization-styles, goals and objectives, and the results to be achieved should be taken into account in advance.

3. Music literacy is an important process in the music education system. Only when students acquire the skills of listening to music, singing, skills in harmony with theoretical knowledge, education expresses the purpose and essence of getting real knowledge. Theoretical knowledge does not consist only of studying the rules related to musical notation, but forms a set of knowledge that makes up the general knowledge level of students. It helps to understand the true content and essence of music and leads to the development of skills of singing according to the notes and the growth of vocal and choral abilities. Forms the skills of accurate pronunciation of sounds, as well as the ability to create, use, breathe, spend, and sing loudly. The main methodological requirement for studying music literacy is to be able to apply the musical-theoretical knowledge gained in the course of the lesson to singing, listening to music, and rhythmically accompanying music in other activities. Each activity requires students to identify the key of the piece they are singing, accompanying or listening to, the tempo, measure and rhythm, shape, and dynamics of the piece. In this process,

knowledge of music literacy is used.

In general, when the pedagogical goals and tasks set in the music lesson, musical activities are carried out in a coherent whole, the process of formation of students' musical-theoretical knowledge, understanding and necessary skills and qualifications is effective.

The following factors develop in this process:

1. Musical skills develop;
2. The growth of music perception skills is achieved;
3. Development of vocal-choir singing skills;
4. Elementary theoretical rules of music are studied;
5. Getting acquainted with different genres and styles of folk music (folklore, classical, status), modern (pop, vocal, choir, ensemble, orchestra, symphonic music, opera, ballet), to have a certain understanding and imagination about them is achieved.
6. Rhythmic accompaniment to music; By taking actions in accordance with it, it creates the ground for the development of executive abilities.
7. In the process of assimilation of musical-theoretical knowledge, creative thinking and musical culture in general are formed in the personality of the student.
8. By means of the ideological and artistic content of musical works, it is possible to form a musical worldview in accordance with the national idea and ideology, and realize aesthetic and moral education. This is important due to the content and essence of the demands and tasks set before modern education.

In accordance with the didactic principles of pedagogy, each lesson should be considered as a part of the education and training system. In this case, educational tasks should not be considered as a secondary factor that complements the educational process. Consequently, this work forms a dialectic unity with education. G. Neygauz expressed the tasks of a pedagogic musician in having an educational effect on a student and wrote: " It is possible to make the student smarter, more sensitive, more honest, and fairer, but if it is not possible to make it fully and it is always a dialectically justified task based on the laws of our time, art itself " [4].

In conclusion, the art of music with its educational power is of special importance in the formation of a person's spiritual consciousness, outlook and spiritual perfection. As acknowledged by the great scholars of the East, music has an important place in the system of pedagogical sciences due to its attractive and unique influence on the moral and aesthetic characteristics of a person. Therefore, the teaching of this subject in music education, especially in general high school education, keeps the educational goals in mind and defines its main task.¹It is worth noting that general secondary education is the most important formative stage in the current education system in our republic, where all subjects and educational activities are taught, emphasizing the growing young generation. plays an important role in their development and formation as a person. In this regard, students who are taught the subject of "Musical culture" taught in general education schools are educated, highly spiritual, formed in the spirit of national ideas and ideology, national identity, language, history, number In general, the wide-scale tasks of educating people who have a deep understanding of national values and can appreciate them, with developed artistic and aesthetic taste, today require improving the teaching of this subject in accordance with modern requirements.

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