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## **PROBLEMS OF ORCHESTRA PERFORMANCE IN THE PRACTICE OF TRAINING SMUGGLERS**

*Annotation: The ease with which it invades the human mental world, rebuilds thoughts and feelings, forms a moral image - all this already in ancient times prompted the inclusion of music as a compulsory subject in the system of education and upbringing.*

*Key words: school of playing the double bass, the first double bass players, double bass, philharmonic society, high skill, professional musician.*

Music also occupies a significant place in modern schools, both as a separate subject and as a means of teaching native and foreign languages for students of different age groups. Music has a great influence on any student, but music has a special methodological value for teaching adolescents.

Materials of the history of the contrabass art dedicated to contrabass players from different countries - soloists, accompanists of groups of the world's largest symphony and opera orchestras, teachers - draw attention to a certain stereotype of factual and biographical data. They invariably testify that in the person of the best double bass players there has always been a connection between performance and pedagogy. At the same time, the direct influence of this connection on the process of developing the capabilities of the instrument, its ascent to an equal position among other members of symphonic and chamber ensembles is clearly traced.

Therefore, in working with adolescent students, it is necessary to take into account the specifics of youth consciousness, their belonging to the youth subculture with their own value orientations and preferences, the main of which is love for rhythmic youth music. A number of studies have been devoted to the problems of using music in teaching foreign languages in relation to different

age groups (from kindergarten to adult education) (Kitaygorodskaya, 1987; Aitov, 1991; Orlova, 1991; Achkasova, 1997, etc.). However, adolescence remained outside the field of vision of researchers, although it is this age category that is psychologically and methodologically difficult and requires a special linguodidactic study.

Teenage associations with their own group of values, often different from the established values of the "adult world", form a specific subculture, and a foreign language teacher who works in line with the comparison of the cultures of the native and studied languages should know well the specifics of the youth subculture, the center of which is undoubtedly the modern rhythmic youth music. Music contributes to the fact that in a certain way, with the help of a pulsating rhythm, lead to the emergence of a new mental state, the effect of a certain altered state of consciousness (N.P. Bekhtereva, V.D.Shadrikov, etc.). Not to observe this phenomenon in a detached manner, but to try to use it for educational purposes for more effective teaching of a foreign language - this is the task facing a researcher dealing with students of adolescence.

In connection with changes in the political, socio-economic and cultural spheres of Russia, the labor market has sharply increased the need for specialists, including those of the middle level, who are proficient in foreign language as a means of intercultural communication and are well trained in the field of foreign language oral speech. When teaching foreign language students of adolescence, the specificity of this category of students is not sufficiently taken into account.

In this regard, the topic of our research, dedicated to teaching adolescent students a foreign language with the help of youth music of different genres, is presented topical and relevant.

Thus, the relevance of our study is determined by the following factors:

1) the increased demands of society in the 21st century for the quality of teaching foreign language students, including students graduating from an

incomplete secondary school, to continue their education in secondary educational institutions;

2) insufficiently high level of foreign language of current graduates of incomplete secondary school;

3) the imperfection of the methodology of teaching foreign language oral speech in grades 8-9 of the school, built largely without taking into account the specifics of the specified adolescence.

The object of the research is the process of teaching foreign language oral (monologue) speech to graduates of incomplete secondary school.

The subject of the research is the methodology of forming the skills of monologic skills in the FL of adolescent students with the help of youth music.

In this work, we set ourselves the following goal: the creation of a scientifically grounded methodology for teaching foreign language monologue oral speech of adolescent students using thematic multi-genre screensavers of youth rhythmic music.

To implement the main goal of the study, the following tasks were set and solved:

- to characterize the cognitive styles of adolescents;
- to determine the place of rhythmic music in the youth subculture;
- to analyze the analytical component of musical and speech perception;
- to identify universal "elementary" music that can turn a teenager from a passive listener into an active participant in a communicative musical act;

select thematic multi-genre musical intros containing text and musical material and develop a universal algorithm for mastering it;

- to develop a set of exercises for teaching monologue speech of adolescents, accompanied by rhythmic music in the style of "rap", youth rock opera and musical;

- to select a dictionary of musical terms for the implementation of elements of musical-poetic and emotional-evaluative analysis;

- to select such musical screensavers to increase the psychological comfort of the educational process, protect the psyche of adolescents from overloads, which are not only a means of teaching IL, but, at the same time, an element of health-saving technologies;

- to experimentally test the effectiveness of the developed methodology in the practice of teaching monologue oral speech to adolescent students (grades 8-9 of secondary school).

The research hypothesis is formulated as follows: the process of teaching a foreign language oral (monologue) speech of adolescent students will be more effective:

- if the training will be carried out in an emotional polysensory environment with some altered state of consciousness, created in the foreign language lesson with the help of thematic musical screensavers of the modern youth subculture;

- if students complete a set of cognitive and communicative tasks of two types: exercises with short authentic monologic statements by adolescents, accompanied by rhythmic rap music; assignments for the development of textual materials of the libretto and arias against the background of music in the genre of rock opera and musical for the implementation of elements of musical-poetic and emotional-evaluative analysis in their monologues.

The theoretical significance of the research lies in the theoretical substantiation and development of the scientific foundations of the methodology for using youth music of different genres for the purpose of teaching monologue speech in the FL of adolescent students.

The practical significance of the work lies in the development and experimental testing of methods for teaching a foreign language monologue speech using thematic multi-genre screensavers for adolescent students studying English; development of recommendations for teachers of foreign languages; in

creating a sound application - a series of thematic screensavers of different genres of music.

The following provisions are submitted to the defense:

1. The effectiveness of teaching a foreign language to students of mid-adolescence largely depends on the teacher's knowledge of the specifics of the youth subculture and his ability to use it for methodological purposes in the process of teaching foreign languages.

2. Authentic monologic statements of adolescents on the foreign language about the problems that concern them are methodologically expediently superimposed on rhythmic youth music in the style of "rap", and the main musical theme of a rock opera and musical serves as the basis for teaching them the elements of musical-poetic and emotional-evaluative analysis.

3. The developed algorithm for working with thematic musical multi-genre screensavers is an effective means of developing a foreign language oral speech and a reliable health-preserving technique.

Approbation of work. The main provisions and conclusions of the dissertation research became the subject of the author's scientific reports, with which she spoke at the All-Russian scientific and methodological conference "Multilingualism of the North Caucasus and the problems of ethnolinguodidactics. Theory and practice of teaching foreign languages on the threshold of the XXI century "(Pyatigorsk, May 2001); at the All-Russian scientific and methodological conference "Theory and practice of teaching foreign languages and cultures in different conditions" (Pyatigorsk, May 2002), the International scientific and practical conference "Communication: theory and practice in various social contexts" (Pyatigorsk, June 2002 .); at the intra-university scientific-practical conference "Some aspects of linguistic problems in the mainstream of humanitarian research" (Armavir, April 2001); at the regional scientific-practical conference "Actual problems of teaching foreign languages at school and university" (Armavir, April 2002).

There are 6 publications on the topic of the thesis. The developed methodological manual "Musical Teenagerese" - a series of thematic music screensavers for English lessons in the senior grades of schools, colleges, gymnasiums and other educational institutions is used in the practice of teaching foreign languages in schools. Pyatigorsk and Armavir.

The structure of the thesis. The dissertation research is presented on 194 pages of the main text, contains an introduction, two chapters, a conclusion, a list of used literature and an appendix.

The introduction substantiates the relevance of the research topic, outlines its subject, object, goal and objectives; scientific novelty and practical significance is determined; a hypothesis and basic provisions are formulated, which are submitted for defense.

The first chapter consists of 3 paragraphs and is devoted to the consideration of the theoretical foundations of the use of different genres of music in teaching a foreign language.

#### **List of used literatures**

1. Encyclopedic Dictionary of Music. M., 1966, -631 p.
2. Mostras K. Intonation on the violin. M., 1962, -153 p.
3. Neueste Methode des Contrabassspiels von Franz Si-mandl. C. F. Schmidt, Heilbronn, Wien. I Theil, II Theil, -74 S.
4. Milushkin A. School of playing the contrabass. Part 2.M., 1962, -191 p.
5. Raaben L. Life of remarkable violinists and cellists. I., 1969, -260 p.