

THE ROLE OF THE TEACHER IN LISTENING AND ANALYSIS OF MUSIC

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Abstract: This article discusses the role and importance of the teacher in developing music listening and analysis skills in the formation of students' musical abilities in music culture classes.

Keywords: music culture, listening to music, analysis, skills and abilities, teacher, education system.

The formation of students' general musical culture in general secondary school "music culture" classes depends on many factors, including listening to music, singing, and theoretical literacy. Among these factors, it is safe to say that listening to music is reflected in almost all educational activities. This is because the song being studied is also listened to first, and information about it is passed on to the students through listening to and analyzing the music. In this process, concepts and descriptions are given directly to the theoretical information. The main purpose of teaching music culture in general secondary schools is to form students' spiritual, artistic and moral culture, a sense of national pride and patriotism, to expand their thinking, to develop children's creative skills, sophistication and art. to cultivate taste and foster initiative.

Listening to music is one of the most important tools in art education, and it is practiced throughout the course. Listening develops children's ability to understand and know life, being. It is important to study the language, means of expression, genres and forms of music. It allows you to enjoy music aesthetically and artistically. Listening rules provide silence in the classroom, teach students to listen to music attentively, develop awareness and activity, and shape the culture of music.

During the lessons, students are told that each piece of music has a certain reality, emotion and content in a way that suits their worldview. In this way, children develop musical impressions and listening skills. Listening throughout the lesson helps the student to understand and comprehend the work, to have a certain knowledge of the musical features of the work (genre, structure, means of expression, performance) and the artistic content. . It is recommended to use the "Ingenuity" exercise to increase the activity of students and develop their listening skills. In this case, the melodies of the previous lessons are placed under the speakers (cells, images). The children select any speaker and say the name and author of the melody they are playing. Assignments like these teach students to concentrate quickly and strengthen their memory.

The structure of the music to be listened to, in terms of artistic and ideological content, should be appropriate to the age and curriculum of the students, the duration of the performance should not exceed 1-1.5 minutes. It is important that the work is relevant to the topic of the lesson.

Excerpts (marsh-songs) from listening to the works will improve and strengthen the knowledge and skills of singing, clapping and playing musical instruments, rhythmic accompaniment and musical movements. Students in grades 5-7 will be able to think independently, develop mentally and physically, and develop musical and aesthetic tastes. That's why children of this age listen to modern music and its prominent representatives. Grade 7 students are encouraged to concentrate, comprehend and comprehend music, and to distinguish between instruments and musical genres. ***During the listening, students should be given the following tasks:***

- 1. Find the character of the tune.*
- 2. On which instrument is the melody performed?*
- 3. Does the melody have similarities with Uzbek national melodies?*
- 4. In what ways does this work differ from the tunes you have heard before?*
- 5. What colors or images did you imagine while listening to the work?*

Assignments like these help students develop artistic creativity and listening skills. Singing as a group is one of the most popular activities for students in music culture classes. It is one of the most popular music genres. It plays an important role in cultivating students' musical tastes and aesthetics. Performing words and music as a group brings students together.

In order not to strain the students' voices when singing as a group, it is recommended to do sound adjustment exercises in all classes before singing in order to increase and develop the sound qualities (timbre, range). It is a good idea to do these exercises between the prima, tercia, and quintet, raising students' voices from 0.5 tones to the second octave. For elementary school, a game of clapping and tuning is a good idea. Sound tuning exercises made from our national tones are also of great benefit. Doing the exercises in groups teaches students to work together and collaborate.

The musical knowledge and concepts imparted to students from the first grade in general secondary schools serve as a solid foundation for their further aesthetic development. Therefore, every music teacher should keep in mind that not every music lesson should consist of singing, music literacy, or listening to music. They must be able to imagine and comprehend consciously. Only if the student has these skills will he be able to comment on the piece of music he has listened to and sung, and to express his attitude to it.

Along with the necessary knowledge, skills and abilities to understand music, to feel and enjoy its educational, ideological and artistic content, the teacher has the ability to organize activities for teaching and listening to music. It depends. In order to understand music by performing it, it is important to get students interested in the lesson first. The main criteria for the repertoire of works selected for listening and singing are the age, interest, level of knowledge and musical preparation of students, the diversity of the subject, the ideological and artistic quality and pedagogical value. In this case, it is necessary to choose beautiful and lively, elegant,

cheerful, cheerful works, especially in the form and content, reflecting the high ideas and images of life, in accordance with the age and cognitive abilities of students. Only such works can arouse students' active interest in music and music lessons.

The study of the experience, observations and conclusions of teachers working in the field of music education, pedagogical scholars who have conducted research on music theory and methodology, shows that the methodical organization of "music culture" lessons in general secondary schools from the first grade. The structure, artistic and ideological content of the listened works and their adaptation to the age characteristics of children and their effective performance are important in achieving quality and effectiveness. Accordingly, it is advisable to divide the process of listening to music into the following stages:

- 1. Teacher's introduction to the piece of music selected for listening. (In this case, the teacher gives students an initial understanding of the piece of music, information about the name of the subject (subject), content, genre, structure, authors, the history of the work.)*
- 2. The work is performed by the teacher or by technical means.*
- 3. The listened work is analyzed from the musical-theoretical and ideological-educational point of view through discussion, debate, questions and answers.*
- 4. It is determined by asking students short questions to find out their impressions, concepts and understanding of music.*
- 5. Listening to the musical work in its entirety and making a final conclusion about the students' general impressions of the work.*

To organize, plan and follow the lessons of these stages, to listen to musical works of different character, which are thematically relevant to the worldview of students, and the creators of these works - the people, the composer. It is safe to say that getting acquainted with the life and work of composers is the best way to achieve this goal.

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