

Formation of Vocal-Choir Skills in Music Lessons

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Annotation: The article is devoted to the formation of vocal and performing skills among students. In addition to getting acquainted with the theoretical foundations of singing skills, the basic principles of general didactic and special music pedagogy and methods of instilling their essence to students are shown.

Keywords: creativity, melody, rhythm method, tempo, measure, register, dynamic signs, major, minor, fret.

As we get acquainted with the new program of music culture lessons, textbooks and DTS, which is the basis for their creation, we will determine the place allocated to music literacy in the lessons. Music is also an emotional type of thinking, and as one of the forms of social consciousness, it has a strong educational effect on a person. For this reason, there is an interest in listening and singing musical works. Assuming that all children study at school, a music culture lesson is included in grades 1-7 of a general education school. Along with all musical activities, music literacy activities are included in these lessons. Some people, even some teachers, believe that this activity is difficult to master, and that it is not necessary for most students, who are not professional musicians. This is a misconception, of course. Only after the child learns the letters, he independently reads from the book with the help of these letters. Music is the same, after learning the notes do, re, mi, fa, sol, lya, si, arim can learn or sing simple tunes or songs from the sheet music. It is impossible to learn and sing a piece of music or play an instrument without learning the elementary, most necessary signs of music. Materials for learning music literacy are given in textbooks based on the principle of simple to complex. If these materials are taught to students in a certain sequence based on the correct classification, and these symbols are taught in isolation from other materials of the lesson for the sake of formality, it is almost ineffective. Therefore, it is necessary to teach these sheet music materials using different pictures and singing instruments. In order to see that the materials in the educational materials are given based on the correct classification, we follow the instructions given to the organization of the lesson (DTS, program textbooks and training manuals).

The educational subject "Musical art and culture" aims to form the spiritual, artistic and moral culture of students, to implement the upbringing of national pride and patriotism, to develop creative skills, sophistication and artistic taste, to expand the range of thought, serves to educate independence and initiative. The academic subject "Musical art and culture" is connected with all academic subjects taught in general secondary schools, including literature, visual arts, physical education, labor and other subjects. The implementation of the state standard in musical education, as well as in all educational subjects, allows full use of national musical heritage. These are reflected in popular folk tunes and songs, creative activities of singers and musicians, status, shashmaqom, epics and today's modern musical activity. Such opportunities of musical art serve as a unique and unrepeatable resource for educating the new generation and their development. From time immemorial, Eastern, including Uzbek, music education has been improved on the example of teacher and student traditions. State educational standards standardize the teaching of popular folk music pedagogy, elementary basics of works of professional music creators, music performers (composers, singers), great singers, makomists, and storytellers. The new educational content of music education, based on the state educational standards, along with the musical skills of teachers, ensures the development of qualities

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such as observation, memory strengthening, visual imagination, creativity, independence, initiative, artistic and musical taste in them. Therefore, the content of the education of musical culture implies rising the young generation to the level of a cultured person who can inherit our national musical heritage and perceive the wealth of universal music. In this, the main goal is for students to learn the art of music with all its sophistication, mass music activities: artistic perception of music, sing, dance and create skills individually and in a group. Also, the main task of music education is to develop the musical talent of students, to increase their love and passion for the art of music, to create the necessary conditions for the development of the talent of students interested in the art of music, and to satisfy their artistic needs. . At the same time, the famous masterpieces of world nations will be introduced.

Art and culture of regional oases, traditions of the local people should be expressed in the content of education. Mandatory requirements of educational content. The requirements for the content of the subject "Musical art and culture" are composed of a set of theoretical and practical activities, and they determine the following topics. Basic musical literacy, activities of creators of musical works, music performance, creativity of composers and composers, knowledge of Uzbek musical instruments, creative activities of famous Uzbek folk musicians and singers, musical terms and phrases, musical genres, etc. music refers to the appropriation of our culture.

These topics are covered in the course of the lesson by means of theoretical and practical exercises in the following educational activities.

1. Listening to music
2. Sing as a group
3. Music literacy
4. Music creativity

Listening to music is the basis of educational content. In addition to learning the works by means of singing and listening activities, rhythmic playing, musical movements, and creative activities provide an opportunity for comprehensive learning and mastery, as well as the expression of musical descriptions. Samples of Uzbek folk music, musical works of Uzbek composers and composers will be heard. The activity of group singing is necessary for the development of students' musical ability and performance skills. In the process of group singing in the class, the student tries to control his voice performance, hear and observe the teachers' performance, and try to accompany them together. They sing samples of Uzbek folk songs, songs of Uzbek composers and composers, songs of composers of the world and neighboring nations. Music literacy is important as a theoretical unifying activity of all knowledge. Regardless of the activity (listening, performance, musical movements) from the lesson, the work on the given topic will be studied and new concepts will be formed about its features (genre, form, structure, performance). Therefore, musical literacy is not only the study of sheet music, but also a set of general knowledge and concepts (performative, folk and compositional music, their differences, musical notation) that make up the general level of musical knowledge of students. In music literacy, it provides an understanding of musical terms, traditions, tempos, alteration signs, dynamic signs, expressive language of music, simple musical forms and genres, major and minor scales. Formation of children's performance. To know the performance of songs, performance of words, performance of dance, individual and group performance, folk and professional music, children's tunes and songs, mass folk tunes, works of folk musicians and singers. Familiarity with the expressive language of music: melody, rhythm, pace, measure, register, dynamic symbols. Distinguish between major and minor scales. Simple music forms: one-part, two-part music forms. The main types of musical activity: getting to know the works of composers, composers, performing musicians. Performers: gain an understanding of the performance of ensemble, orchestra, folk and professional musicians. Knowledge that students need to master: - know the name of the previous work;

- to gain an understanding of the creators of works - composers, composers, poets;
- To know the artistic description of music (fun, joyful, sad, etc.);



- to have an understanding of the visual description of music (nature, game, fairy tale, game, humor, images of toys, everyday life);
- to have a general understanding of folk music;
- knowledge of popular genres of Uzbek music: song, alla, lapar, yalla, terma, children's songs, popular tunes;
- to have a general understanding of the compositional style and creativity of the composer in Uzbek music;

The role of tuning exercises in vocal music lessons currently, there is no single method that can accurately determine the type of sound. In some cases, the bass tries to imitate the voice of the tenor he admires. As a result, the formation of sound becomes superficial. And a tenor says he's a baritone to make himself uncomplicated. The pedagogue should be able to distinguish the student's voice characteristics from his performance method. When determining the type of voice, a number of symptoms such as timbre, range, features of register structure, central sounds, ability to grasp tessitura, as well as physiological and anatomical signs (length and density of vocal cords, resonator systems, etc.), chronaxisymmetry should be taken into account. An experienced vocal teacher learns a lot from the tone of the student's voice. This individual acoustic property should be carefully examined in different tessitura. To hear the best qualities of the timbre, you can play a piece by transposing it to adjacent tonalities. The range is also one of the characteristics that determine the type of sound. However, it may not always be fully expressed in the student. Therefore, it is necessary to perform exercises for a separate voice during each lesson. It is a trend of the times that the teacher should not be afraid to change the previously existing forms and methods to enrich the content of the lessons, and introduce all the innovations that will increase the quality of the lesson and enrich it. How can we improve the quality and richness of these lessons by means of team singing in vocal lessons and tuning exercises in music culture lessons? Usually, in tuning exercises, the names of sounds Do, re, mi, fa, sol la, si in music are sung as an exercise. Also, combinations of vowels and consonants that do not have any meaning, such as Da, De, Di, Du or Ma, Me, Mi, Mu, are sung. In addition to the sounds and sound combinations listed above, it is advisable to sing songs such as "Chamandagul", "Korasoch", "Yallama Yorim", "Oh, Layli", "Lolajon" and 36 recordings taken from them. Because the chorus parts of Uzbek folk songs or a certain part are selected for singing, it gives good results.

We can explain this idea as follows:

1. It is known that in vocal singing, not every singer succeeds in singing both letters and syllables in an even tone. This requires the performer to perform exercises in order to sing all the letters encountered during the singing smoothly and with uniform resonance. From this point of view, when folk songs are taken for practice, words consisting of "Ch", "G", "Sh" and several other letters, which are inconvenient to sing, are sung. During the exercises, the skills of singing these letters are developed.
2. Chorus parts of folk songs often consist of jumps from the tonic to the subdominant of the melody. So, in the process of singing folk songs as an exercise, the performer acquires the skills of being able to sing his voice in pure intonation between the intervals of the fourth and fifth.
3. In vocal lessons, students' love for folk songs increases even more. Respecting and studying national values is one of the important directions of the idea of national independence.
4. It is natural for any lesson to be monotonous and boring for learners. The singing of folk songs as voice tuning exercises makes the lesson colorful and enriches it in form and content.

Voice tuning exercises play an important role in the acquisition of vocal performance skills. The main goal of the vocal choir exercises is to keep students' voices light and bright, to strengthen the vocal apparatus, to develop breathing skills in singing, to expand the voice range, and to inculcate various singing skills. Voice tuning exercises are different and have different goals: strengthening the breath, developing the voice, ensuring its fluency, mobility, expanding its range, using a single method in



creating sound, creating pure intonation, learning harmonics. to emphasize, to achieve accuracy of diction, etc. The vocal leader determines the voice tuning exercises taking into account the student's voice characteristics and singing capabilities. Some of these exercises should be sung without haste and with ease, paying attention to smoothness and clarity in the transition from sound to sound, while some of them should be sung smoothly, increasing the activity of the lips, achieving a clear pronunciation of consonants, making them clear, sonorous and breathing stronger. it is necessary to sing melodiously while giving.

Vocal-choir skills

Vocal and choral skills are of great importance in teaching students the process of singing in a choir. Its purpose is to develop children's voice by listening to sound. Vocal and choral skills can be divided into two:

1. Non-singable works.
2. Sing samples from the parts of the melody in the work.

The purpose of using these skills is to teach students to feel the need for them, and as the works become larger, students' skills should increase. Simple musical materials can be used for exercises. all exercises should be at the level of students' strength.

Special exercises for choir collectives play a big role in acquiring vocal-choir skills. These exercises are varied and involve different exercises. Strengthening the breath, developing the voice, ensuring its smoothness and mobility, expanding the diapason, using a single method in creating sound, creating pure intonation, developing harmonic learning, achieving accuracy of pronunciation, etc. So, these exercises help singers to acquire technical and artistic methods of expressive performance. Some exercises are complex and develop different skills. If you don't do daily exercises, the process of learning how to play a piece will be long. Exercises should be carefully and variedly selected according to musical material and technical tasks. In singing, it is necessary to control the vocal-auditory ability (intonations) and monitor how the voice is heard in relation to the general chorus, feel the tone. Through vocal and solfeggio training, the vocal and harmonic abilities of the choir members are developed. By singing multi-part choral works (a cappella), singers develop their harmonic hearing. Good sounding of the choir depends on mastering the rules of correct pronunciation of major and minor scales.

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