

# Music Culture Lessons in General Secondary Schools Using Non-Analytical Methods

*Mirabdullaev Makhammadali Mamasolievich*<sup>1</sup>

**Annotation:** This article provides detailed information about the methods of using non-traditional methods to improve students' musical literacy in music culture classes in secondary schools, and the activities of artists who contributed to Uzbek children's music.

**Keywords:** music, children, creativity, interest, book, music culture, lesson, experience, instrument performance, literature, teacher.

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”, 2019 Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 1019 of December 19, 2019 “On approval of the Program for improving the activities of museums in the Republic of Uzbekistan in 2020-2021”, November 23, 2019 Resolution of the Government of the Republic of Uzbekistan dated July 26, 2019 “ On approval of the activities of the Erkin Vakhidov Memorial Museum and the Treasury House-Museum” Resolution of the Cabinet of Ministers No. 630 [1] of May 30, 2019 “ On the organization of the activities of the state museum-reserves Sarmishsay”, “Shakhrisabz”, “Termez” and “Kokand” Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 443 of April 21 [2] , 2020 “On measures to further increase the efficiency of the fine and applied arts” Resolution No. PD - 4688 of May 26, 2020 “Culture Decree No. PD-6000 of May 23 [3], 2020 “On measures to further enhance the role and influence of the arts in society” Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 325 of June 9, 2021 and “Marturs’ Memory” Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 357 of February 2, 2022 “On support of the Moat Fund” The normative legal acts adopted, such as Resolution No. PD – 12 of the President of the Republic of Kazakhstan [4] are becoming increasingly important.

It is no exaggeration to say that music lessons are one of the most favorite subjects for children among the classes held in elementary school. If each of us, based on our life experience, remembers our childhood and spends even a moment thinking through the mirror of imagination, we will be sure that our childhood was undoubtedly the most beautiful moments of our life. This is because in childhood we learned to enjoy every moment of life. The flying of butterflies, the singing of birds, the beautifully drawn color picture on the cover of our book, the melody, the melody emanating from the sound of some musical instrument did not leave our hearts indifferent. Through observation, I was convinced that the education given during childhood has a great influence on what kind of person a child will be in the future. I witnessed that children who loved music, fine arts, literature, and nature, no matter what professions they would have in the future, became possessors of fine taste, good manners, orderliness, in a word, the qualities that adorn people.

In the five important initiatives put forward by the President Sh.M. Mirziyoev at the meeting on March 19, 2019 in order to increase attention to the education of young people, to widely involve them in

<sup>1</sup>Teacher of Namangan State University



culture, art, literature, physical education and sports, to form the skills of effective use of information technologies, and to widely promote reading, the fact that they pay special attention to the issues of ensuring the employment of women and girls is of great importance. From this point of view, the organization of music culture classes in secondary schools in more interesting non-traditional forms is one of the most urgent issues of today.

It can be noted that in the city and district schools of Namangan region, primary grade music lessons are still being conducted by non-specialized personnel, or rather by primary grade teachers. [5] It is a pity that most of the lessons of music culture, Mathematics, Reading, Mother tongue are conducted as a continuation of the lessons. If analyzed, music culture lessons mainly include the following activities.

These include:

1. Music literacy.
2. Listening to music.
3. Singing as a group
4. Rhythmic accompaniment to music.
5. Performance of children's instruments.

Usually, the annual work plan of music culture activities is determined in advance by music designers. School music educators are obliged to conduct lessons without deviating from this established plan. In the plan, each quarter, as well as the general topic of the academic year, will be defined.

The musical literacy part of music lessons seems a bit more boring for children. Therefore, it is necessary to use the demonstration method as much as possible in this part of the lesson.

For example: the effective use of more colorful pictures, drawings, puzzles in explaining to children the extension of sounds, the arrangement of notes on a line, facilitates the acquisition of musical literacy. [6] Having a picture of an insect or an object next to each note keeps the practice from becoming monotonous. So, in the music literacy part of the lesson, we will have to pay attention to visuality.

It is correct to say that the music listening part of the music lesson does not attract children's attention too much. Usually in the annual plan, even for listening to music, the works are predetermined. At this point, one of the famous scholars of the Islamic world, Imam Abu Khamid al-Ghazali, should mention these teachings about learning. "Learning is of two kinds; the first is learning by imitation, the second is learning by discovery."

Therefore, it is not always correct to organize lessons based on strict standards and patterns. My suggestion is that in the music listening part of the training, it is better to let the children listen to the tunes performed on national instruments, and gradually teach them to distinguish the sounds of words such as dutor, tanbur, rubob, nay, gijjak from each other. In the process of listening to music, it is necessary to show the words of the instrument to the children. We must not forget that from the very beginning of music lessons, children rush to sing faster. Of course, voice warm-up exercises are performed first. In vocal warm-up exercises, we should not only aim to prepare the voice for singing. We can use the chorus part of folk songs, such as "Chamanda Gul", "Chimchilab Chimchilab" which are familiar to children and easy to sing, in both major and minor scales, as voice tuning exercises. When we do this, we tune the sound and form children's feelings of love for folk songs.

If we talk directly about the group singing part of the lesson, the most favorite and interesting part of music for children is the singing activity. In order for the work to be sung to be acceptable to the students, it is desirable that it is composed of melodic jumps with more fifths and fourths intervals, and the melodious words should be comprehensible and fluent. [7] Otherwise, it will be very difficult for the teacher to get the work into the children's ears. When such a situation occurs, it is necessary to



immediately start teaching the children one of the works that every experienced music educator has prepared in advance.

In this place, a number of composers, who are considered the founders of Uzbek children's singing: Fattoh Nazarov, Ilyas Akbarov, Mardon Nasimov, Gafur Kadirov, Sabir Boboev, Karim Abdullaev, Sonya Abramova, Manas Leviev, Mutal Burkhanov, Shermet Yormatov, created by each other, will be immortalized. It is the same thing to take from the songs to sing. I recommend this proposal to young music educators as a method, based on my many years of work experience and tested by myself in practice.

We can cite the following children's songs as an example among the works that have not lost their artistic and educational value even though they were created sixty or seventy years ago by the above-mentioned talented composers. "My school" "My shirt", "Pakhtaoy", F. Nazarov "Bulbulcham", "Ahmadjon gardener" M. Nasimov. "The fir tree we planted", "My grandfather in his old age" G. Kadirov. "Straw mare", "Nightingale" S. Boboev. "Wandering birds", I. Akbarov. "New Year's Song", "My handkerchief", K. Abdullaev, "Song of Fate", "Mother", S. Abramova and many other works. In this place, we can use a number of children's songs such as "My Mother", "Beautiful" "Little" created by Makhmudjon Dadaboev, a famous children's poet and composer from Namangan. Makhmudjon Dadaboev is a member of the Union of Composers of Uzbekistan, and as an academician of the "Turon" Academy, we are happy that his songs and poems were published in elementary school textbooks.

Another important positive aspect of using the works of the above-mentioned composers in training is that our master composers are well aware of the masterpieces of our Uzbek national music, so the spirit of our national music is clearly felt in their works. Many of the songs they composed have melodies of folk music. That is why we can say that these works have not lost their charm. As a proof of our word, we would like to present some of the songs of our composers with a musical analysis. This song created by composer Mardon Nasimov has been included in school music textbooks several times. The song is written in 6/8 measure, in the key of D minor, and the range is also very comfortable for a child to sing. Lyrics are understandable and memorable for students. The work praises the nightingale, a wonderful bird of nature. This is the only way to achieve spiritual maturity and a rich cultural and spiritual heritage.[8]

Before teaching the song to children, the teacher can tell about this wonderful bird and in the process of teaching this song to children, they can create feelings of love and affection for mother nature and the world of animals and birds that have taken refuge in her bosom.

The second piece, created by the composer Gofur Kadirov, one of the founders of Uzbek children's singing, sings the work of mothers, their creativity, which is loved by everyone, in pleasant tones. Through this topic, the music teacher should give students an understanding of the incomparable efforts of mothers, their sacrifices from the birth of each person to their maturity. If necessary, in order to further strengthen the topic being studied, the educator can tell the children stories, fairy tales, stories that are close in content to this topic. In conclusion, we can say that in making music culture lessons interesting, focusing on the content rather than the structure of the lessons is the main factor in achieving the intended goal.

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