

Directing a Public School Student to Music Schools by Making them Interested in the Science of Music Culture

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Annotation: *the article extensively covers the content of the methodological possibilities of directing young people to music schools who have the ability to take music culture classes in secondary schools to the level of the requirements of world education standards and orient students in some art direction by interesting them to the science of "Music Culture".*

Keywords: *General Education Schools, student, music, teacher, exercise, interest, talent, note, singing, singing, listening activities, intuition, musical instruments.*

The relevance of the topic: Music in the world is finding progress in a high picture, at the heart of this development lies first of all elementary education. Because such a beautiful period, in which tiny hearts full of impeccable hearts and huge dreams are jostling, is closely connected with the residential school, which determines the future life path of its little children and puts a taste stone in it.

It is in our country that representatives of the world of Art, who are very fond of the people of the world's music, make up the majority. The basis of the achievements of representatives of the world of Art famous for such a world is the goal from the ratio of the general school and the correctly chosen profession of that time. It is from the school period that interest in the art of music and humanization into professional music art begins to budge.

Therefore, the role of a music teacher in awakening interest in music and directing them to professional music education is incomparable. In this, patience from the teacher, diligence, erudition, accessibility, switch to news should be the most important thing is to get a high level of understanding of children's psychology, and even, most importantly, the ability to act in a primary education teacher.

The inclusion of the science of "music culture" in the Immaculate dwarf hearts of students is actually not a very difficult task. The first task that is required from the teacher is to be able to think with children as a child in the language of the child and take music culture lessons in a situation that does not bore them.

The load on the mental activity of children does not increase if the path of taking classes is carried out in a row.

It would be desirable if students were given planned, simplified lessons from the 1st grade.

It is with first graders that the process of working is difficult for some time, the reason is that students of this age will have a completely underdeveloped ability to perceive independently, so it is more effective to take classes with students in ways that they are more interested in. For example, in a game

style, it will not be useless to mentally attack and find out their interests, desires. For example, for children who love mathematics, it is possible to switch music to mathematics on an integrative basis. In this case, it pays well to sing Issues 1 to 10 in a collective and Solo in the direction of a melody with a musical cheerful character. It is possible to make it a task for students to draw different musical instruments if we associate them with the science of painting.

A similar variety of activities and assignments will make students more fond of music. It is the age and consciousness of children of the 1st grade that does not particularly please the assignments given by the teacher. When working with such little children, the Finnish education system is advanced.

In the Finnish education system, students are given complete freedom in the course processes. In the Finnish education system, almost underperformance causes freedom in the lessons and independent thinking as long as students are practically not found.

In order to maintain equality among students in the Finnish education system, it is a sign that the education process is special when students are not given home tasks and not evaluated until the 3rd grade of primary education.

The tasks to the House are carried out mainly in classrooms under the supervision of a teacher. In the houses where the task is given to the House, Ham is given as a task exactly a variety of interesting experimental test work related to the household and the environment of nature. In lesson processes, students can sit in places where they want freedom and equality in a word in the first place.

In Finland, the study rooms are decorated to suit the world of a bright child, and classes are conducted using modern technology in a wide range.

In the Finnish education system, just as in our educational system, elementary students are taught classes in all subjects by one teacher. Another peculiarity of the Finnish education system is that they work inextricably together with parents. The Finnish education system is an electronically trained education system.

In this case, personal cabinets are created for each student, the training and grades of which they perform are downloaded to the personal cabinet so that parents have the opportunity to carry out daily information about their children.

In the Finnish education system, instead of grades up to the 3rd grade, they were given various incentive badges, various forms made by hand again special worked dice and attention-grabbing incentive special marks, as the medal breastplates were applied to students in place of the grade.

Another special aspect of the Finnish education system is that the nutrition system is completely free.

By default from the Finnish education system, we bring a number of suggestions and considerations in organizing the science of music education in secondary schools in our country in such a way that it meets the demand for more World Education.

In this regard, our president signed a resolution “on additional measures for the further development of Culture and the sectoral sphere”.[1]

The quality indicator in the educational system will increase even more if non-traditional classes are held in schools with a number of modifications based on the teacher and students to the course of classes.

Organization of an unconventional “HAPPY” lesson for 1st grade students.

The first ten minutes of musical greeting in speed and cheer, in which, under the sounds of music, clapping and touching hands together in a mush hole, by simply laughing, by practicing all sorts of emoticons on the phone, by setting out a hug and greeting through hot hugs.

Getting a “notated” attendance with children of the second ten minutes in this a much more interesting lesson process occurs if the notes do, re, mi, fa, sol, la, si, are used instead of the name of the students of the 1st grade. Examples include calling “MI” instead of the name Medina, calling “RE” instead of the name Dilnura, adding characters bemol, Diez, double Diez, Bachelor, to the notes depending on the number of readers.

The third ten-minute annual work is to explain the topic presented in the plan in different causal methodical ways, for example the game Method, to conduct an interesting meaningful conversation with them through a mental attack.

The fourth fifteen-minute children should not be given a task to the house and not bore them, do not be disappointed in the lessons and give special lessons corresponding to their character and level of ability in order to determine the degree of students ' attainment and maintain equality between children, and simply give raw incentives for answers.

In this way giving incentives to children up to Grade 3 instead of grades.

In the case of maintaining cheerfulness in the course processes from the 4th grade, it is necessary to gradually complicate the science of music education.

A 45-minute unconventional “HAPPY-2” class for 4th graders.

1-10 minutes of musical greeting in speed and cheer, in which, under the sounds of music, by clapping and touching hands together in a mush hole, by simply laughing, by practicing all sorts of emoticons on the phone, continuing an interesting greeting performed from 1st to 3rd grade.

2-10 minutes of “note” attendance, in which each student is given one of the names and terms of the note in the music and a continuation is obtained. For example; where is the MI Note instead of Murodov Abdullox, Where Is “LIGA” instead of Shakhzoda, Where is “VIBERATO” instead of Jasmina, where is the continuation.

Such a musical name is given to the character of the student without being given the character and temperament of the character, while the students memorize the musical thermenes of the ham lesson process, the course of which is interesting.

According to this heavy, the restrained reader can be called a” PRESTO “to a child who enjoys the” ADAGIO ” cheerfulness and speed.

Explanation of the topic given in the 3-10-minute annual lesson plan.

4-10 minutes to enrich the subject through various exercises, games, mental attacks.

5-singing the last five-minute sentence “Goodbye be healthy teacher” as a team in the company of a musical instrument. These songs should become more complex in stages every quarter, both the rhythm of ham and the musical sentence, so that the musical hearing, rhythmic musical ability of the student increases.

It is through such rhythmic musical exercises that talented students are sorted into music, their interest in music science and gifted low students are determined. Thus, the course of interesting lessons will continue until the 7th grade.

The correct and accurate orientation of students to music education and professional music networks determines the future of the student.

Students ' musical abilities are directed from a comprehensive school to music schools. Students with a high interest in Uzbek folk instruments go to the 1st grade in the music school in parallel with the 4th

grade times in the school. Children who are interested in the violin, piano, damli instruments of music go parallel to the music school during their 2nd grade time at school.

Students who graduate from the 9th grade of the Comprehensive School graduate from the music school Ham.

The next stage will continue in specialized art centers. As great composers say, "artless betrayal is wild." It is the sphere of art that requires more human abilities. Ability is innate and acquired.

In music education, the teacher teaches a beautiful profession, even if it is not easy from the very small age, along with the parents who gave birth to the child.

The main tasks facing the music teacher are to reveal the peculiarities of the student, to find the most rational ways to develop his musical abilities. At this point, we will cite a series of sentences about music education.

"Music is able to exert a certain influence on the" moral" side of the soul; since music has such privates, it should be included among the disciplines for youth education. "Music exalts morality" Aristotle.

"Where the word ends, music begins" Heinrich Heine.

"Music is the universal language of humanity". HENRY WADSWORTH LONGFELLOW.

"Music is the highest art in the world" LEV NIKOLAYEVICH TOLSTOY.

"When music weeps, all mankind weeps, all nature weeps," Henri Bergson.

" The purpose of music is to touch the hearts " Johann Sebastian Bach

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