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ADVANTAGES OF MUSIC PERFORMANCE AND LISTENING ACTIVITIES IN THE DEVELOPMENT OF MUSICAL AND CREATIVE SKILLS IN STUDENTS

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ABSTRACT

This article contains suggestions, conclusions and important ideas for further clarification of the meaning of listening to music, as well as the formation of a systematic approach to students' musical knowledge in the process of musical performance and the development of musical creative abilities in this complex process.

KEYWORDS

Listening to music, musical feeling, attention, comprehensive personality, musical creativity, artistic and aesthetic level, creativity, musical perception, musical taste, ideological content, solo voice and harmony.

INTRODUCTION

Cultivating musical-creative skills in the system of music performance and music listening activities, introducing the masterpieces of musical art, effectively implementing forms of musical expression, instilling love for high-level musical works. Shooting plays an important role. In the process of listening to music, students listen to samples of the works of various

composers and composers. In the words of Shostakovich, "To love music, one must first listen to it..." Listening to works about homeland, friendship, work and other physical and mental activities has a positive effect on students. If the reader does not ask any questions about the music or art piece he listened to, if no emotion arises in him, if only a communication

in the form of a message is not connected with personal feelings and attitudes, then the task has not been completed, the goal has not been achieved.

Another important condition for listening to music is that there should be peace in the group while listening to a piece of music. Learning to listen to music attentively, in silence, begins at a young age, and after the child grows up, they become a highly cultured person.

It is known that every activity in the course of training, be it singing, reading music, or listening to music, all this is aimed at educating a well-rounded person.

One of the unique features of music culture classes is that it covers many activities of music education. Among these types of activities, the formation of children's musical taste in the process of singing in a choir and listening to a musical piece takes the leading place.

THE MAIN RESULTS AND FINDINGS

Also, children's musical tastes are formed in the process of the components of the training - singing, accompanying musical instruments, performing rhythmic movements to the music. It is very important for children to love the music they listen to. This feeling is realized only through a work of high artistic-aesthetic level. When a person listens to a good song from a skilled performer, impressions and opinions about the

musical work arise. How the listeners perceive the song, how much they are affected by it, the effect of the musical work on the emotions and minds of the listeners depends on how the music sounds, and how well the musician or singer performs the work. But this alone is not enough to listen to music. If the listeners have an understanding of the creators and authors of the music, the period of creation, form, type, measure, rhythm, etc. of the piece they are listening to, they will fully understand the essence of the piece while listening to the piece, and the piece will also have a meaning for them. has a positive effect, creates internal feelings and experiences. In this regard, it will be possible to see how well the aspects mentioned in "The complex of knowledge, skills and abilities that form the basis for the scientific theoretical training of a music teacher" justify themselves.

What kind of work is currently being done in pre-school and school educational institutions to prepare children to listen to our national music? Fulfilling the above-mentioned conditions for listening to music puts great tasks before the music director and music teacher. Before playing a musical piece, the music teacher conducts a short conversation with the children on this topic and tells the student about the content and character of the piece, as well as the authors of the piece. E. According to Gorskaya, the conversation before listening to the music prepares the students mentally to perceive the piece. The conversation about

the genre of the work, the history of its creation, its creators, and the idea of the work creates a basis for students to listen to this work. In the process of listening to a melody, a conversation about the period of its creation, about the life and work of the composer, about the historical events related to the song or melody is a very important process in the perception of music.

In the implementation of musical education, children should be taught not only to play a musical piece, but also to perceive music emotionally and spiritually. Basically, children hear music while singing. As a rule, before teaching a song, the music leader or music teacher performs it for the children. It does very little for children to hear and perceive music. For this, first of all, the teacher should teach children to listen to more complex tunes and songs than the ones they sing. That is why it is necessary for the music teacher to be able to play music and sing at a high level. Unfortunately, not all music directors and music teachers have such an opportunity.

However, a methodically skilled music director or teacher can organize children to listen to music in a highly emotional state by using various technical means, audio tapes, music centers and computers, that is, the music director of modern music culture uses all opportunities for children to understand the true essence of music. , in order to understand its meaning, they should be able to effectively use the available

technical and visual aids. But it should be taken into account that the musical piece performed by the music teachers themselves leaves a greater impression on the children than the piece heard with the help of a tape recorder. If a music director or a music teacher performs a musical piece himself first, and then records it on a tape recorder, the result will be of a high level, of course.

V. I. Petrushin in his work "Musical Psychology" talks about the psychological characteristics of music and also touches on the perception of music. According to his opinion, when listening to a piece of music, the listener can immediately identify its author and the name of the tune if he has heard it before. Every musical piece evokes the impressions and experiences of a person during his life. But when the listener listens to a musical work, he should understand not his own, but the mood and feelings of the composer through the means of expression of music. According to V. Petrushin, the formation of musical perception depends on the formation of musical hearing ability. But he also emphasizes that a person's upbringing, education, and age have a significant impact on his musical perception. V. Petrushin believes that everyone's musical taste is closely related to his place of residence, living environment and social environment surrounding him. The scientist says "... musical perception is the initial stage of thinking...". So,

analyzing the scientist's opinion, we can draw such a conclusion:

1. Musical perception is related to the sense of hearing.
2. When perceiving music, previously acquired impressions are embodied.
3. People's musical taste is directly related to the social environment in which they live.
4. Musical perception is one of the first stages of the thinking process.

N. A. In his theory "Perception of Music", Vetlugina describes the extremely impressiveness of music and the initial stages of forming the skills of perceiving it through the human mind. First of all, N. Vetlugina is a scientist who has dealt a lot with the problem of children's perception of musical works. While talking about the importance of listening to music, he emphasizes that listening to music affects people's psyche more than playing it. Also, N. Vetlugina talks about the process of listening to music having its own methodology. It is permissible to organize the listening process and develop its effective methods while listening to songs of different contents to students at school. According to N. Vetlugina, music affects a person in every way: the melody and its musical expression affect a person's emotions, evoke different feelings in him, create different moods. The text and ideological content of the song affects not only the

emotions, but also the minds of the listeners, excites them and makes them think.

B. V. Asafev (1884–1949) explained listening to music or perceiving music in two different ways:

1. The listener harmonizes with his performance and enjoys it, listening to music becomes his daily work.
2. The listener immerses himself, his whole body in the ocean of music, feels it with his heart and listens as a true connoisseur of music.

As we can see, B.V. Asafev also differentiates music listeners. He broadcasts that a true connoisseur listens to music differently and a mere amateur listens differently.

In the second stage of knowing the work, the child should express his opinion about the work, evaluate its ideological and artistic content, analyze the characteristic features of the work. In this, the knowledge collected by humanity about the author and his works in critical art studies etc. is embodied. It includes musical-theoretical knowledge such as listening to music, being able to distinguish between solos and accompaniments, being able to distinguish between words and the timbre of words, developing musical taste and perception, listening to examples of the works of composers of Uzbek, neighboring and international nations. Mastering this knowledge increases the musical-aesthetic level of children.

Forming the skills of children's perception of music, understanding its language, creating a circle of favorite musical works for each child, instilling in them a feeling of gratitude towards the authors of musical works, and arousing interest in national and classical music are among the important tasks.

In this way, children will have the following skills and qualifications in the music listening part of the training:

- listen carefully to a piece of music in silence.
- understanding the content and character of the piece when listening to a musical piece;
- to have a simple understanding of musical means of expression, genres (song, dance, march), timbres;
- to be able to hear and distinguish the voices of men, women, children and mixed choirs, solo voices;
- to distinguish between national musical instruments, types of orchestras, music genres, etc.

Experiments show that it gives good results for children to express their impressions of the works they have listened to by drawing. Based on the results of the visual activity of the children, the music director will have the opportunity to assess the level of formation of their thinking, perception, thinking and consciousness.

Repetition is a very important condition for improving skills and abilities in any field. Repeatedly listening to a

piece of music heard while listening to music makes it possible to better understand and master this piece. One of the most important requirements is that the child should be able to tell his impressions about the piece he listened to. Each child's statement of their opinions expands the range of impressions about the work heard. For example, when listening to music - "Do you know this song? Where did you first hear it? Did you like the song? Can you explain the meaning of the song?" - by asking children to listen more carefully, to perceive and understand some aspects that they did not pay attention to, and to think independently.

CONCLUSION

In the musical education system, in particular, listening to music forms the basis of the educational content. In the process of listening to a piece, children should be able to distinguish between soloist and ensemble, distinguish between ensemble and orchestral performance, distinguish between words and instruments, and learn to listen to examples of works by Uzbek, neighboring and international composers..

Listening to music is carried out in the process of performing all types of activities in training. So, by listening to music, children develop the ability to perceive, understand and know music, life and existence through its images. If the conditions listed above are fulfilled, favorable conditions will be created for children to understand musical works from an

artistic-ideological point of view, to develop their musical taste and thinking, to appreciate a musical work, and to evaluate it correctly.

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