



MUSIC TEACHING METHODOLOGY: MUSIC LISTENING ACTIVITIES IN PRIMARY GRADES

Kazakov Adilbek Madrimovich

Senior teacher of the Department of Music Education, Faculty of
Pedagogy, Urgench State University Urgench, Uzbekistan.

ARTICLE INFO

Received: 22th May 2023

Accepted: 30th May 2023

Online: 31th May 2023

KEY WORDS

Music learning, musical
thinking, music listening,
methodology, music analysis,
educational system.

ABSTRACT

This article introduces the methodology of teaching music literacy, which prepares the elementary school music teacher to be able to talk about music, express his impressions about it, identify the main thing, and make a simple analysis based on the tools of musical expressiveness. The active perception and performance of music by students, the research, problem-solving nature of learning on the basis of knowledge of its specific features will be the main thing in the entire educational process. Quarterly listening lessons have a well-defined theme.

Introduction.

The main task of the teacher is to arouse children's interest in music, to perceive the outside world through music and song. Performing music listening activities during the lesson.

The purpose of the work: to generalize pedagogical experiences in teaching music to elementary school teachers, to get acquainted with methodological developments in this regard. The main idea of the proposed methodology is that before learning a song in elementary school, students are offered to divide it into parts using listening activities and musical expressiveness. At the same time, emotions, attention, auditory observation are activated. Thanks to this, the work on the song and its performance will be performed more expressively and artistically.

Research materials and methods.

The article uses artistic-pedagogical, personality-oriented approaches, the theory of emotional intelligence. Research methods - analysis and generalization of the experience of teaching music literacy. Theoretical knowledge and practical skills in musical literacy are closely related to listening to music and help to analyze the listened works. Music lessons have an impact on students' learning and thinking. Music lessons are held once a week in general secondary schools. In these music lessons, children are engaged in several types of activities. Music, first of all, educates children's artistic aesthetic taste, morality (ethics). Activities such as music literacy, singing in a choir, listening to music, and creativity are carried out in an inextricable way in music lessons. Among them, the activity "Listening to music" especially encourages the student to think. In this activity, the music teacher plays the



necessary piece of music for the students to listen to based on the topic being taught, or plays it to the student through the technical means used in the lesson. For example: in secondary classes, students listen to songs and statuses from the topic of Uzbek classical music and analyze it together. It is this process that greatly contributes to the development of the student's intelligence. That is, students learn to perceive music. Full musical development is ensured only by the inseparable natural connection of music with all parts of the lesson (singing, listening to music, musical literacy). As noted by the methodologists of musicology: "Early school age is the most sensitive period for the formation of auditory control, which determines the prospects of all further creative development of students." Working on a piece of music for listening can be conditionally divided into four stages: the teacher's introduction, conversation and analysis after listening, and then listening to the piece again. The teacher's introductory speech should help students understand the works, interest them and prepare them for listening. It should be short, bright, interesting. The teacher reveals the content of the musical piece, explains the lyrics to the students. Sometimes even the title of the piece of music is explained.

For example: we can see that the polyphony and fugues written by Johann Sebastian Bach on the subject of the work of foreign composers have a very positive effect. We observe that his multi-voiced work served to focus attention and that each voice has its own content, and that voices combined to describe a whole complex work. In the activity of listening to music, students learn about the given piece of music, first of all, to perceive the mood of the music, the low pitch, rhythm, and timbre of the musical sounds. The content of the song is analyzed together with the teacher in the general conclusion. It is these processes that make the reader's personality intellectual before listening to Beethoven's Minuet, we say minuet is an old French dance, smooth, elegant. That his movements are built in bows and swings. The parts of the Norwegian composer E. Grieg's "Kobold", "Dance of the Elves" included in the listening program should also be explained that the kobold is a small forest spirit, mischievous and funny. Elves are wonderful creatures that dance easily and gracefully, flying from flower to flower. Sometimes the teacher's introduction is replaced by questions that draw the students' attention, make them listen carefully and follow the progress of the music. For example: what mood did the composer D. Kabalevsky express in the work "Clowns"? Or what is the difference between the nature of the music of S. Prokofiev's Yular and Ertaklar? (listen to both parts). Correctly asked questions will train the ability to hear music, develop students' musical thinking.

Sometimes the teacher's story can be replaced by a conversation with children, for example, before listening to dances from the ballet "The Nutcracker" by P. Tchaikovsky, etc. In some cases, the teacher tells the story of the creation of certain songs. Such a story encourages children's emotional perception and helps develop humanism, one of the sources of life, components of education and feelings of pride, attitude to adults, nature, etc.

Displaying a piece of music is the next step in listening to music. A very important point in this work is to organize a class for listening to music. Children should be taught to sit quietly, listen carefully and analyze its content. These are the ideas, feelings, and mood expressed in the work. Performing works is much more difficult than learning, singing. First, because these are mainly instrumental pieces, which are more difficult to accept than vocals.



Often they should be listened to in pure (stereo) recording. The performance of musical works by the teacher should be at a high professional level (appropriate pace, rhythm and character).

After listening to the musical work, it is necessary to analyze it. Analysis is the most difficult stage of the work. That is, a means of deeper understanding of what is heard. During the analysis, the conversation organized by the teacher should be lively and emotional. The teacher should always activate the children, direct their thoughts to the features of music. At first, students give a general understanding, because they still do not have musical experience, their vocabulary is limited. The teacher selects the most accurate answers, summarizes everything that the children said, highlights the successful answers, fills them in. You can also do joint work on generalization. Gradually, young people analyze music more carefully, they understand more and more that the means of musical expressiveness (melody, accompaniment, rhythm, mode, dynamics, register, timbre, etc.) serve to reveal and help the image of music. Using the concepts of musical instruments, one can use the method of comparing contrasting works such as Rebikov's "The Bear" and Tchaikovsky's "Neopolitan Song".

Gradually, from class to class, children learn to determine not the general character of the music, but the character of each part by hearing them separately. Such an analysis, which becomes more complicated from class to class, serves the development of children, helps them feel the work more deeply, emotionally, and understand its content.

Repeated listening should consist of at least 3-4 lessons. Thus, the demand becomes clearer, he begins to better understand the studied material. With each listening, children have new impressions. In the first listening, children determine the general character of music, and in the second, the means of musical expressiveness, emotional perception of music, become the subject of their analysis.

In order to check the quality of knowledge, skills and abilities, it is useful for students to take quizzes at the end of the quarter, half year, year (in the final classes). A simpler task is also possible: several tasks are indicated on the task board; children are invited to determine the order of these works in writing, only putting their numbers on prepared sheets. By systematically conducting classes for several years, depending on knowledge, skills, abilities, and abilities, it is possible to perform more complex tasks.

Many studies have shown that music therapists have even treated patients by playing music. When we listen to any kind of music, its character is visible in our facial expressions. For example, when we listen to music with a happy, fast rhythm, we immediately feel happy and uplifted. On the contrary, if we listen to heavy and sad music, our face will reflect our thinking. Psychologists and therapists also talked about the synchronization of human internal organs when listening to pleasant music. Therefore, properly selected music is also useful for the human body. In addition, sports lovers and sports enthusiasts enjoy listening to music almost every day. In this way, they feel that the processes of doing sports have been completed by getting motivation for themselves. Psychologists have also mentioned that listening to music while doing sports increases work efficiency by 20%. In Japan, one of the most developed countries, native language lessons are conducted in harmony with music in the primary and general secondary education system. The reason for this is that it is easier for



students to learn this subject through music. This is called the Suzuki system and it is very popular in Japan. Because music makes a great contribution to the understanding of other subjects. This method was created by the Japanese pedagogue and violinist Siniti Suzuki. Since the research was successfully tested in practice, it was included in this educational system and named after the scientist who applied it to education.

One of the most important aspects of music lessons is directed to the perception of listened music, teaching to analyze it with attention to its content. In order for these processes to be realized, all activities of music are created on the basis of activities such as listening to music, reading music, singing as a group and creating music. Listening to music requires a music teacher to have skill and thorough knowledge of his profession. Because it is important for the teacher to choose the right piece for "Listening to Music" depending on the grade levels of the students.

Results and discussion.

A new methodological approach to teaching helps students take a more active role in learning their own knowledge, as discussed by students. Instead of giving information to students and asking them to memorize and present evidence, teachers learn to help students form valid ideas, even if they are simple in the first place. When teaching emotional intelligence, you can develop several positions for the level of development of students: low, medium, high and monitor them for the first four years. The results of our methodological practice show that with systematic lessons for several years, this method gives very good results: it teaches you to think independently, communicate well in a team, and simply become a person with musical knowledge, that is, a listener.

Summary.

A properly designed, methodically well-constructed educational process that meets specific requirements, attention to the quality of education will help in educating the young generation. At the same time, the development of musical abilities is closely related to the development of thinking, observation, memory, imagination, as well as attention and will. In our methodology, we follow the position that the organization of learning, in other words, it should go ahead of the development that implies general aesthetic development. The basis should be based on the principle of perspective, that is, the task of the teacher is not limited to the level achieved, but to facilitate this development.

References:

1. I. Akbarov Music dictionary. T. Teacher 1997;
2. G. Sharipova. Music teaching methodology. Lectures. T., TDPU, 2006.
3. J. Yu. Hasanboev Pedagogical theory. Lecture text. T. 2002;
4. Mansurva G. Choir studies and method of working with choral groups. Educational methodical manual - Tashkent. 2008;
5. Sharipova G.. Music and its teaching methodology (methodical manual). Tashkent - 2006.
6. Ismailov Tohir. "Characteristics of khorezm doston art" "Экономика и социум" №3(82) 2021 www.iupr.ru