



## **THE ROLE AND IMPORTANCE OF MUSIC CULTURE IN SCHOOL**

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### **Abstract:**

This article is about the art of music and the activities of music literacy in music education in secondary education. In Uzbekistan, as in all areas, music education is widespread. Comprehensive updates and positive changes are taking place. Music lessons provide information on ways to further strengthen music literacy and provide knowledge to students.

**Keywords:** Harmonic, lad, major, minor, musical, theoretical, sound, temp, interval, variation, genre, sol key, note, literacy.

### **Introduction**

#### **MAKTABDA MUSIQA MADANIYATI FANINING O'RNI VA AHAMIYATI**

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### **Annotatsiya:**

Ushbu maqola musiqa san`ati haqida bo`lib, o`rta ta`lim sohasida musiqa darslarida tashkil etiladigan musiqa madaniyati darsi faoliyatları xaqida so`z yuritiladi. O`zbekistonda barcha sohalar qatori musiqa ta`lim tizimida ham keng qamrovli yangilanishlar va ijobiy o`zgarishlar amalga oshirilmoqda. Musiqa darslarida musiqa savodini yanada kuchaytirish va o`quvchilarga bilimni yetkazib bera olish uslublari haqida ma`lumot beriladi.

**Kalit so`zlar:** Garmonik, lad, major, minor, musiqiy, nazariy, tovush, temp, interval, alteratsiya, janr, sol kaliti, nota,savod.

### **Аннотация:**

Эта статья посвящена музыкальному искусству и деятельности по музыкальной грамотности в музыкальном образовании в средней школе. В Узбекистане, как и во всех сферах, широко распространено музыкальное образование. Происходят всесторонние обновления и позитивные изменения. Уроки музыки дают информацию о способах дальнейшего повышения музыкальной грамотности и дают знания учащимся.

**Ключевые слова:** гармоника, лад, мажор, минор, музыкальный, теоретический, звук, темп, интервал, чередование, жанр, сольная тональность, нота, грамота.

The purpose of teaching the subject of Music Culture in general secondary education institutions is to shape students' spiritual, artistic, and moral culture; to nurture them in the spirit of national pride and patriotism; to develop their creativity, aesthetic sense, and artistic taste; and to teach them to appreciate and enjoy the works of both Uzbek and international composers.

The main task of teaching Music Culture is to apply the knowledge, skills, and competencies acquired through this subject in practice, thereby developing students' observation skills, musical memory, imaginative thinking, creativity, initiative, artistic and musical taste, and expanding their cognitive horizons.

The subject of Music Culture contributes to the formation of students' moral, artistic, and ethical values, the cultivation of national pride and patriotism, the enhancement of taste and aesthetic appreciation, the broadening of their

intellectual scope, and the fostering of independence and initiative. This subject is also interrelated with other academic disciplines taught in general education schools, including literature, visual arts, physical education, labor education, and others.

In general secondary schools, music education starts with basic musical concepts, terminology, and information about composers, as well as the four main musical styles, gradually progressing from simple to complex.

In the modern world, the rapid development of information and communication technologies and their significant role in everyday life highlight the importance of connecting music education with scientific and technological progress, introducing students to the achievements of musical research.

The ability to distinguish works by Uzbek and international composers and to recognize different musical genres plays a key role in shaping and developing core and general competencies.

Music education is a crucial factor in developing students' imagination and their ability to work independently.

A music teacher must be a person with scientific thinking, a passion for advanced pedagogical practices, a researcher, and a creative individual who constantly strives to discover new forms and methods of teaching music. The content of musical education should be enriched by integrating it with other subjects and everyday life. Like all academic disciplines, music education also offers ample opportunity to make full use of national musical heritage. This includes folk melodies and songs, the creative work of singers and instrumentalists, maqom, shashmaqom, epic traditions, and contemporary musical practices. The potential of the musical arts in these areas serves as a unique and invaluable resource for educating a new generation and fostering their holistic development.

In primary school (Grades 1–4), the foundations of musical culture are laid. However, preschool education plays a crucial and independent role in shaping a child's personality, as it serves as the preparatory phase for primary education. In primary school music lessons, students acquire basic musical knowledge, concepts, and skills appropriate to their level of cognitive development. Activities such as listening to music, singing songs, dancing, playing simple instruments, expressing artistic impressions, discussing what they've heard, evaluating works of music, and practicing musical creativity help cultivate a love for music and artistic needs among students.

The song materials presented in the Music Culture curriculum of general secondary schools are selected and sequenced logically, taking into account students' capabilities and the development of their vocal range. In addition to engaging in activities such as listening to music, group singing, and learning music theory, students learn to distinguish between national musical instruments and samples of folk music. Through this, they develop both general and core competencies related to the subject.

Listening to music forms the foundation of the educational content. Alongside singing and listening activities, students are offered opportunities to explore performance and musical movement and to express musical characteristics. They listen to samples from Uzbek folk music as well as works by Uzbek and international composers.

Music theory serves as the unifying element that connects all types of musical activity. Regardless of whether the activity is listening, singing, dancing, or otherwise, the piece studied during the lesson becomes a source of new understanding related to its genre, structure, performance, and other attributes. Therefore, music theory is not limited to note reading but rather comprises a system of knowledge that shapes students' overall musical understanding. This includes musical forms, genres, instrumental performance, folk and composer-created music, their differences, regional musical styles, classical music, note literacy, and more.

In music theory, students gain knowledge about musical terms, traditions, tempo, intervals, accidentals, dynamics, expressive language, simple musical forms and genres, and major and minor scales.

Music lessons, due to their artistic and engaging nature, significantly influence children's creative excitement, emotional development, and moral upbringing—far more than many other subjects. Indeed, “Without musical education, it is impossible to fully provide intellectual development to children.” Thus, music lessons are primarily educational in nature, and their logic lies in fostering artistic development.

Musical education enhances auditory perception in children. They learn to identify musical instruments, melodies, rhythms, and harmonies, which in turn improves their auditory memory and overall perception of music. These skills can later benefit them in learning other subjects, such as foreign languages,

mathematics, and more. Educating children to become broad-minded, active citizens prepared for independent life is a major responsibility of teachers.

Moral and ethical education within the family is the process of instilling and nurturing values such as honesty, respect, responsibility, and compassion in children from a young age, reinforcing these qualities through consistent modeling and reinforcement.

A music teacher must be dedicated to their profession and to children, possess high cultural awareness, have a broad worldview, and remain in tune with the times. Our wise ancestors have long understood that melodies and songs quickly reach a child's heart and have a powerful emotional influence, fostering good behavior, compassion, patience, and respect for elders through music. A child is introduced to music through a mother's lullaby and continues to be nourished by it throughout life. Even before they learn to walk or speak, a child can respond to music with gestures. This is why musical instruments like the dutar, doira, and rubab have traditionally been kept in every home.

Music education is a practical field in which future teachers are prepared for professional activity as music instructors at the primary or secondary level.

Regardless of the type or structure of the lesson (lecture, practical, seminar, or in music: singing, listening, theory), the psychological and physiological characteristics, preparedness (vocal range, singing ability, age specifics) of the students must be taken into account. Special attention must be given to increasing students' engagement, developing independent and creative thinking, improving performance skills, and aligning activities with students' interests and needs. This includes encouraging them to use their internal potential and talents, self-monitor their progress, and develop independent learning skills.

In music lessons, most students imitate the teacher's singing, follow their lead, and take them as a role model. Therefore, the teacher's personal example is critically important. Practical performance plays a central role in lessons, and no real results can be achieved through a dry lecture-style approach.

The subject of music is considered important because it aims to provide students with a comprehensive body of musical knowledge, to study and develop the most effective methods, forms, and approaches of teaching. Music lessons encompass methods of moral upbringing and the formation and development of creative and practical skills across various areas of musical art. A music lesson should be viewed as a process of nurturing the child's personality through music

education—comprising all forms, methods, tools, and both material and non-material attributes of musical instruction—and as a holistic system aimed at preparing and educating children in the spirit of love for national musical art. The main purpose of teaching music in general secondary schools is to form musical culture among students and to raise them as well-rounded individuals who meet the demands of the time. The key objectives of teaching music in schools include:

- increasing students' interest and love for the art of music;
- developing students' musical abilities, skills, voice, attention, and emotional creativity through musical activities;
- fostering moral and aesthetic values through the artistic and ideological content of musical works;
- guiding students toward future careers, instilling respect for labor, love for the homeland, and respect for elders.

Education that includes music enhances students' potential to a higher level. Music increases students' activity and provides them with broader opportunities. Singing and music lessons contribute to personal development. Musical growth has a constant impact on general development: emotions are directly shaped, thinking improves, and a sensitivity and love for beauty in art and life are fostered. Music develops emotional and psychological well-being. Emotional sensitivity to music is one of the most essential musical abilities. To truly benefit from music, one must be a person of a pure heart, high spirituality, and a capacity to appreciate beauty. Since the future of any society lies with its youth, the foundation of a great nation's future depends on the way its children are educated. Teachers must not only master music theory but also love children and have practical pedagogical experience.

The success and outcomes of Music Culture lessons depend not only on the teacher's preparation but also on the students' readiness. To instill love and passion for music in children and to enhance their musical knowledge, extracurricular activities in singing and music must be strengthened in every way. Educating children through music will never lose relevance. Some recommendations have been developed to assist teachers in working with children:

1. Enter the vast and beautiful world of great musical art together with children.

2. If you want lessons to be meaningful and productive, try to understand your students.
3. Through music lessons, teach children to love and understand music, and to strive for goodness and beauty.
4. By involving children in festive events, nurture their aesthetic taste and emotions.

The importance of music education lies in its ability to develop students' musical abilities, build a foundation in music theory, and promote patriotic feelings through the study of musical culture and Uzbek classical music. Music teachers should encourage students to engage in regular music listening even outside of lessons. Taking children to concert halls and performances helps expand their musical knowledge and taste. The magical sound of music develops musical abilities and brings joy. Research conducted by staff at the Institute of Education in London confirmed that learning music and playing instruments improves intelligence and overall well-being.

Music lessons strongly influence children by improving memory, increasing endurance, uplifting mood, reducing depression, preventing fatigue, enhancing pain response, and helping with more effective practice. Music initiates conversation, inspires movement, and gives a voice to the voiceless. Music has the power to continuously influence society and is often used as a therapeutic tool for mental health. Music increases children's self-confidence, helps them express themselves, and develops creativity. Playing music can enhance youth's self-esteem and foster confidence and cooperation. Music supports collaboration and teamwork.

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