



INCREASING THE INTEREST OF PRIMARY SCHOOL STUDENTS IN MUSIC

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Abstract

The article describes the interest of primary school students in music. Mainly in preschool education and the first grades of school, namely in primary school, music lessons and classes are conducted in a playful way, which is a very interesting activity and lesson for children. The article describes the methods and procedures for involving primary school students in music lessons.

Keywords: Listening to music, musical literacy, playing musical instruments, brass band, musician, singer, musical and didactic game.

Introduction

BOSHLANG'ISH SINF O'QUVCHILARINING MUSIQAGA BO'LGAN QIZIQISHINI OSHIRISH

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Annotatsya:

Ushbu maqolada Boshlang'ich sinf o'quvchilarining musiqaga bo'lgan qiziqishlari ochib bayon qilib berilgan. Asosan maktabgacha ta'lim va maktabning ilk ya'ni boshlang'ich sinflarida musiqa faoliyati va darslari o'yin tariqasida olib boriladi bu esa bolajonlar uchun juda qiziqarli faoliyat va dars hisoblanadi. Bu maqolada boshlang'ich sinflarni musiqa darslariga qiziqtirish metodlari va tartiblari aytib o'tilgan.

Kalit so'zlar: Musiqa tinglash, musiqa savodi, cholg'u asboblarida ijro, jo'rnavoz, sozanda, xonanada, musiqali didaktik o'yin

Аннотация:

В статье описывается интерес учащихся начальной школы к музыке. В основном в дошкольном образовании и первых классах школы, а именно в начальной школе, музыкальные занятия и уроки проводятся в игровой форме, что является очень интересным занятием и уроком для детей. В статье описываются методы и процедуры вовлечения учащихся начальной школы в уроки музыки.

Ключевые слова: Прослушивание музыки, музыкальная грамотность, игра на музыкальных инструментах, духовой оркестр, музыкант, певец, музыкально-дидактическая игра.

Today, the comprehensive improvement of the education system has become a demand of the time. In response to this need, various laws and regulations are being adopted to regulate relations within the education sector. Based on the principles of democratization, individualization, and regional adaptation, new teaching concepts are being developed for all subjects, including music education. These developments are also reflected in updated curricula that emphasize national music as a priority. Music plays a significant role in shaping the moral, artistic, and ethical culture of the younger generation, fostering national pride, patriotism, aesthetic taste, creativity, and a broad worldview. It helps instill independence and initiative. The art of music, being a refined form of national value, serves as a powerful medium for understanding the essence of knowledge, national feelings, language,



religion, cultural traditions, and educational events. The great literary figure Alisher Navoi deeply studied aspects of music education in his works and stated: “Music is an essential foundation of social life. Only music can bring clarity, harmony, and contentment into the human soul and make one feel happiness.”

Through music culture lessons in general education schools, students build a foundational understanding of music. Young learners become acquainted with the art of music through experiences in kindergartens, families, and media such as radio and television. During music lessons, listening to cheerful melodies and songs, singing, performing dance movements, clapping, and playing children's musical instruments increase their enthusiasm for music. This is especially important as children of this age have not yet fully developed their attention span and are more inclined towards physical activity and play.

Moreover, first-grade students, from a psycho-physiological perspective, often have underdeveloped memory, speech, attention, and vocal apparatus; their vocal cords are still delicate and weak. Therefore, in order to sustain their mood and gradually spark interest in music throughout the lesson, the teacher must communicate warmly, openly, and kindly. From the very first lesson, teachers should observe students’ musical interests and abilities, carefully evaluating their singing and vocal qualities.

In primary school music education, the following tasks are essential:

1. To awaken students' passion for music and enhance their musical abilities, rhythm sensitivity, musical memory, attention, and artistic taste.
2. To foster love for national musical heritage and, through it, love for the Motherland.
3. To develop students’ artistic creativity.**

**It is considered appropriate to focus on increasing the quality and effectiveness of music lessons in primary grades. Music lessons typically include the following core activities:

- Listening to music
- Learning music theory
- Singing in groups
- Directing students toward musical instruments according to their interests.

Each of these activities can be enriched through performing with musical instruments, incorporating dance movements that match songs and melodies,



mimicking playing instruments through hand gestures, clapping, and conducting. These elements help make lessons more engaging and attractive. All class activities must be interconnected and logically coherent to create a holistic learning experience. A well-structured combination of musical activities supports the developmental, educational, and nurturing objectives of music teaching. In order to make music culture lessons more meaningful and beneficial for all, it is highly effective to use national instruments from Uzbekistan and related cultures alongside the piano. Due to its specific characteristics, the music subject stands apart from other school disciplines.

First, music lessons differ from other school subjects due to their artistic nature and the ability to evoke emotional feelings and experiences in children. Music, in particular, has a profoundly positive influence on the intellectual and moral development of students. Positive emotions contribute to the enhancement of cognitive activities.

Second, music education encompasses elements such as singing various samples related to music history, theory, and performance, listening to music, learning musical literacy, music analysis, and literature.

Third, music lessons include different types of musical activities performed by students. The music curriculum is closely integrated with both preschool and school programs. The primary school curriculum preserves the structural elements of music classes in kindergartens: 6–7-year-old children listen to music, learn songs, perform dances and games, and play simple musical pieces on children’s instruments. This variety of musical activities serves as a key factor in developing children's musical abilities. The lesson content includes works with different characteristics and moods, so maintaining the logical coherence of the lesson and sequencing activities appropriately is essential. It is also important to transition smoothly from one musical piece to another while preserving the “emotional thread” of the lesson.

One of the most important tasks of music education in general schools is to develop students’ skills in perceiving music and to cultivate emotional responsiveness to it. This process is carried out through all types of musical activities during the lesson.



Musical perception is a complex psychological process that involves the ability to perceive representations of real life through musical sound and to be emotionally influenced by it. Developing musical perception means teaching students to accept music as an art form that reflects human emotions, thoughts, life ideas, and images. To achieve this, students must be encouraged to develop emotional sensitivity, interest in music, creative musical abilities, and refined taste.

While listening to musical works and understanding their meaning and mood, the teacher must support the students. For this, the teacher should:

- emotionally prepare students for the piece they are going to listen to;
- develop students' skills as culturally aware listeners;
- teach them to analyze the content and expressive means of the music in simple terms;
- develop students' ability to express thoughts about music and give aesthetic evaluations of musical works;
- ensure students recognize the sound of learned pieces and remember their titles and composers.

Musical activities play an immensely important role in fostering the musical culture of students. During music lessons, the efficient use of diverse musical activities can effectively enhance students' musical abilities. As is well known, the music culture curriculum includes many types of musical activities. To make lessons more engaging and significantly increase their effectiveness, rhythmic dance movements, clapping, and playing musical instruments (especially simple ones such as tambourines, spoons, and rattles) are used to introduce new types of musical creativity.

Group singing is the most common and accessible form of engaging students with the art of music. Every healthy child is capable of singing. For a child, singing is the most natural and convenient way to express aesthetic needs, emotions, and mood. While performing a song, the child experiences excitement, joy, cheerfulness, and movement—all positive emotions. A song combines two aesthetic elements—music and poetic words. Achieving a beautiful, artistic, and expressive performance of a song requires developing students' choral and vocal skills.



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