

## REQUIREMENTS FOR PRIMARY CLASS STUDENTS IN INCREASING THE EFFICIENCY OF MUSIC EDUCATION ORGANIZATION

*Yuldoshev Umidjon Yuldoshevich*

*TDPU named after Nizomi "Music theory and Methodology" department dotsent, PhD.*

*Oltiboyeva Kamola Sherzod qizi*

*TDPU "Music Education" named after Nizami student of group 101.*

**Abstract:** This state description contains new requirements used to increase the musical creativity of primary school students and the pedagogical foundations of the organization of all music education, as well as improving the quality of lessons.

**Keywords:** Musical-aesthetic education, student, teacher, character, genre, harmony, musical piece, standards, lyrical-dramatic, restraint, heroic celebration, humor, genre, cheerfulness.

The teaching process organized by the general education school and the pedagogical staff plays a big role in developing the musical abilities of the students. This activity is especially evident in the lessons of the subject "Musical culture". It is natural that the main idea of every society and state is to educate students in musical thinking, to make them sincere and virtuous. Because it is beneficial for the development of the country to develop young people to become useful people for the society and people. At this point, it is very important to educate students to learn to sing, to play some musical instruments, to solve the issues of listening to rhythm and music. Based on their experiences of listening to music, young students are able to express their imagination in songs, games, and dances and acquire simple elements of music literacy. At the same time, every type of activity of young students helps to form and develop musical skills in general. All this is manifested in various organizational forms, including classes, extracurricular activities, artistic circles, as well as independent activities of students. The most important form and tool of the work is the planned classes conducted simultaneously with all the students and young people and on all types of musical practice. When the teacher plans his work, the specific tasks of each meeting with the students should be planned in advance, and the educational materials should be distributed for the entire educational period, taking into account the tasks that have been achieved. necessary.

In the course of musical events, the following order of training has been formed. In particular, the student not only develops the ability to listen, but also encourages the understanding and analysis of the content and essence of music. Only then students

will get their own conclusions from the musical and rhythmic exercises that focus their attention. Undoubtedly, singing exercises with a group will help them develop a number of features such as listening to each other, being able to sing in the appropriate tact, using voice tones in place, breathing, and diction. After that, the young students sit quietly and attentively, singing songs and listening to music. They listen to themselves, their friends, and the teacher's instructions, perform creative tasks for singing improvisations, repeat well-known tunes and songs, learn new songs. Towards the end of the training, games, dances, and singing with groups will be held, ending with peaceful movements. [1.]

Musical-aesthetic education fulfills a number of important tasks and at the same time improves the feelings and thoughts of young students.

Musical works that young students listen to or perform are different according to their character, genre, repetition methods, and the relationship between them is studied according to similarities and differences, harmony and contradiction.

When musical works are selected for pedagogical purposes, they are:

- listening to music and focusing on the emotional-image content that reveals their standards, on a clearly chosen topic; [3.]

- selection of lyrical-dramatic restraint, heroic solemnity, humor - cheerfulness according to the genre;

- according to the structure, some parts of the work are completed with the introduction and conclusion of different phrases;

- it is necessary to pay attention to means of expression, including listening to the upper chord, register, dynamic tempo - rhythmic timbre.

Thus, it is an important tool for students to understand and master musical works in general.

For students, music is a world of joyful experiences. In order to open the door of this world in front of him, it is necessary to develop abilities, first of all, the correct perception of musical melodies and emotional kindness. Otherwise, music cannot fulfill its educational functions. Pupils who have just entered the primary class distinguish music from the sounds and noises around them, and can perceive 30-40% of its melody content. Of course, he pays attention to the melody he listened to in his childhood, stays silent for a certain time, listens, and responds to it with some actions of smiling, humming. Even he tries to some extent to make adults understand him. From the first steps to the general education schools, the students have grown up in all aspects, have started to absorb psychological skills, and will be able to communicate with adults. [5.] They understand some connections between phenomena, they can make simple generalizations - for example, they understand the nature of music, whether the melody or song is happy, joyful, quiet or sad according to some features, analyze it, and so on. they will have formed the ability to tell in response to a question.

According to their character, the requirements about how to sing different songs, how to move in a still or active dance will be understandable. Their interest in music is also formed. They express a tendency to one or another type of activity, that is, to the genre of music. Over the age of seven, it is characterized by the manifestation of the initial buds of artistic taste, the ability to evaluate a musical work and its performance.

At this age, a number of features such as sonority, melodiousness, and movement are embodied in the singing voice. The range of students is equalized, and intonation becomes more stable in the performance of vocal and choral works. Although a four-year-old student still needs the support of an adult, as a result of systematic training, most of the six-year-old students can sing without the accompaniment of a musical instrument. [8.]

During the music lessons, the student is directed to perform the actions of young people, educational and creative tasks. In the process of singing, they acquire performance skills and create their own simple melodies, while performing various dances and performing various dance movements, they try to express the images of the musical game in their own way. By teaching elementary school students songs, singing songs specific to children's age, teaching games, and teaching them to play one of the various Uzbek national instruments, they are interested in music. interest, mood increases, and this serves as an important tool.

#### **USED LITERATURE:**

1. Ibrohimov O.A. O‘zbek xalq musiqa ijodi (metodik tavsiyalar, I qism). – Toshkent: Ibn Sino, 1994. – 62 b.
2. Yuldoshev, U. Y. (2021). PEDAGOGICAL-PSYCHOLOGICAL APPROACHES TO THE PROFESSIONAL PREPARATION OF THE FUTURE MUSIC TEACHER. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 2(10), 56-61.
3. Yuldoshev, U. (2023). EFFECTIVENESS OF SPIRITUAL AND ETHICAL EDUCATION OF STUDENTS THROUGH CULTURAL AND ARTISTIC EVENTS. *American Journal Of Social Sciences And Humanity Research*, 3(12), 342-345.
4. Юлдошев, У. Ю. (2019). Музыка уқитувчиси мутахассислигининг замонавий модели ва профессиограммаси. *Современное образование (Узбекистан)*, (9 (82)), 47-53.
5. Юлдошев, У. Ю. (2017). Эксклюзивные свойства педагогической технологии в преподавании музыки. *Молодой ученый*, (22), 207-209.
6. Юлдошев, У. Ю. (2020). РОЛЬ АРТИКУЛЯЦИИ В ПРОЦЕССЕ ИЗУЧЕНИЕ МАКОМА. In *АКТУАЛЬНЫЕ ВОПРОСЫ СОВРЕМЕННОЙ НАУКИ И ОБРАЗОВАНИЯ* (pp. 87-89).
7. Yuldoshev, U. (2018). Problems of Choosing Methods and Technologies in Musical Pedagogics. *Eastern European Scientific Journal*, (2).

8. Юлдошев, У. Ю. (2024). ОЛИЙ ПЕДАГОГИК МУСИҚА ТАЪЛИМИ ТИЗИМИДА МАҚОМ САНЪАТИ МАСАЛАСИ. *Ta'limda raqamli texnologiyalarni tadbiq etishning zamonaviy tendensiyalari va rivojlanish omillari*, 30(2), 133-139.
9. Sheraliyevna, S. D., & Yuldoshevich, Y. U. (2024). LEVEL OF VOCAL SINGING PERFORMANCE OF SPECIALIZED SCHOOL STUDENTS WITH DISABILITIES. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 42(3), 141-146.
10. Yuldoshevich, Y. U. (2024). TA'LIM SIFATINI TA'MINLASHDA OCHIQ DARSLARNING O'RNI. *Ta'limning zamonaviy transformatsiyasi*, 5(1), 223-226.