

THE ROLE OF MUSIC CULTURE LESSONS IN EDUCATING THE YOUNG GENERATION

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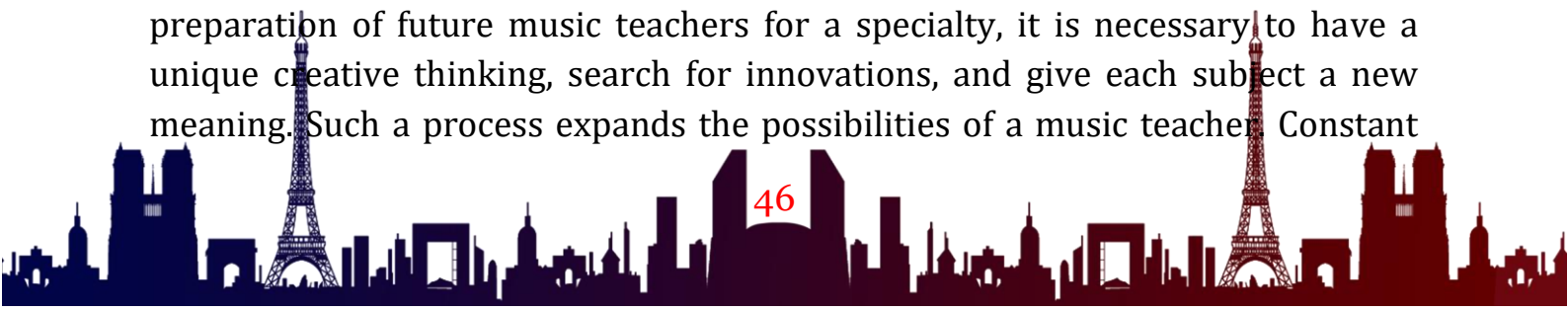
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In educating the young generation as a well-rounded person, music culture lessons taught in schools have a great spiritual, educational, and educational significance. In such a situation, music is a fine art based on national values, a science, a folk art, a language, a language, a tool that helps to deeply understand the educational significance of the content of spiritual, cultural, and educational events. A music culture teacher has his own place and position as a specialist who promotes national enlightenment, spirituality, culture, and moral education in general secondary schools and out-of-school institutions, in music culture lessons and through musical festive events. At the stage of development of our society, the spiritual, educational, cultural formation of our youth as individuals is an urgent problem.

The upbringing of the younger generation, the content of its organization is of great importance in determining not only the development of the individual, but also the development of society. Therefore, the present, future and future of our society depend on our youth, on the level of their education and upbringing. It depends on the selection and consistent implementation of effective means of implementing the processes of educating the new generation. In this regard, the teacher of music culture, first of all, must be highly educated, spiritually and morally, educationally literate, knowledgeable, well-educated, with great potential, able to think and reflect on the requirements of the new era. Also: - In the case of the subject of music culture, in the process of lessons, be able to analyze and explain the content of positive educational qualities; - To be able to work actively in the upbringing of a complete human image, a person with a wide world of understanding, a wide world of thinking, based on the requirements of the new era; - To be able to independently carry out musical, spiritual, educational, cultural activities as a specialist.

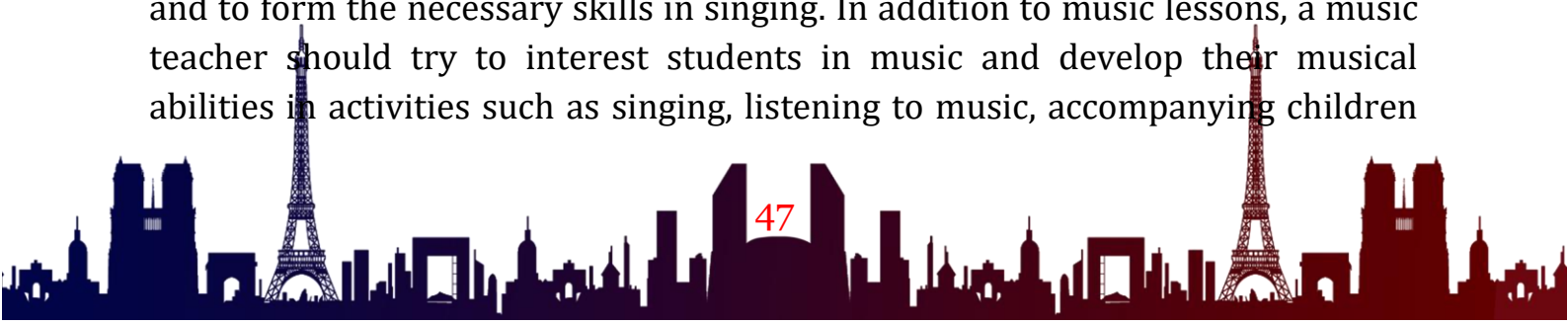
Based on the requirements of the time, the spiritual, educational, cultural formation of a teacher of music culture is one of the urgent issues in the development of our society. In the process of teaching subjects for the preparation of future music teachers for a specialty, it is necessary to have a unique creative thinking, search for innovations, and give each subject a new meaning. Such a process expands the possibilities of a music teacher. Constant



research, discovery of innovations are characteristic of young specialists. Music is a type of art that reflects human emotional experiences, thoughts, and imagination through a sequence or set of musical sounds (*tones, melodies*). Its content consists of specific musical artistic images that express changing mental states. Music embodies various human moods (elation, joy, thoughtfulness, pleasure, contemplation, sadness, fear, etc.). In addition, music vividly reflects the volitional qualities of a person (*determination*, aspiration, restraint, etc.), his nature (custom). These expressive and pictorial possibilities of music were highly appreciated by Greek scholars - Pythagoras, Plato, Aristotle, and Eastern thinkers - Farooqi, Ibn Sina, Jami, Navoi, Babur, Kavkabi, Sufi figures - Imam Ghazali, Bukhari, and others. The amazing power of music to influence the human mind and emotions is associated with the nature of a procedural - a specific process that is in harmony with its spiritual processes.

In the development of a child as a person, heredity, environment, and upbringing play an important role. The teacher must observe and study these factors and, depending on the interests, abilities, and attitudes towards music, beauty, and work, instill musical knowledge, skills, and qualifications in the students. A person finds lifelong pleasure and support from music. Therefore, it is the task of a music teacher to educate students in musical culture, equip them with high taste, and form a spiritual worldview. Music, along with its emotional impact on the human psyche, affects the human psyche with musical melodies created with the help of musical sound, delights children, makes them think, leads them to goodness, beauty, and leads them to the world of elegance. Therefore, by further increasing attention to musical culture lessons, great tasks are set before the music teacher.

The full use of national musical heritage in music culture lessons and the use of modern works in music lessons require the teacher to update the content and style of work (Abdumannon Nazarov, Olimjon Bekov). The songs included in the music culture curriculum also play a special role in raising aesthetic culture, taking into account the age and interests of students, their diversity of content, interestingness, and melodiousness. In it, especially many songs of a lyrical, dance, humorous and humorous nature, expressing the Motherland, beautiful nature, about the seasons, birds and the animal world, help to increase the aesthetic pleasure of young students, to achieve educational and cultural tasks, and to form the necessary skills in singing. In addition to music lessons, a music teacher should try to interest students in music and develop their musical abilities in activities such as singing, listening to music, accompanying children

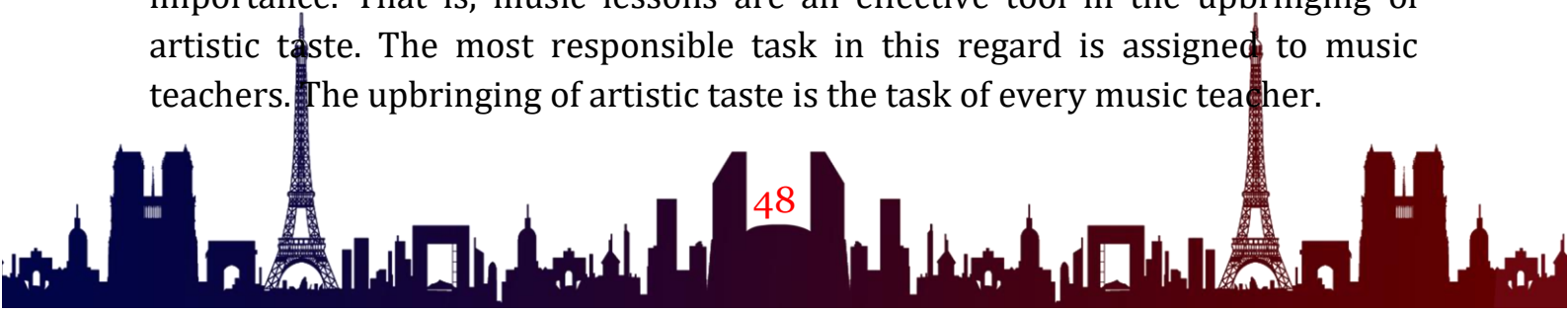


on musical instruments, and performing movements to the rhythm of music during the lesson. Because music is a means of education that can quickly affect students. It has a positive impact on the formation of teachers as individuals from a social and moral perspective. That is why music lessons are called, first of all, educational lessons.

Increasing the effectiveness of the lesson requires a music teacher to work, love for his subject, knowledge to introduce children to the world of beauty and elegance, love for music, and enthusiasm. A music lesson is distinguished from other lessons by its artistry, interest, and the fact that it evokes more creative pleasure, emotional feelings, and figurative experiences in children. When it comes to music, education and upbringing, the formation of a healthy taste in young students is, first of all, noteworthy. All types of art are important in the upbringing of high artistic taste, and each of them has its own characteristics and possibilities. The implementation of aesthetic education in the schools of our country is an important branch of providing students with the necessary foundation for the upbringing of high aesthetic artistic taste, and instilling in young people the aesthetic essence of works of art.

The emergence and formation of music and aesthetic culture depends on the full assimilation of each work listened to by students. In this regard, in the implementation of music education at school, one of the most important tasks is to pay special attention to students' musical knowledge, arm them with musical knowledge in accordance with the requirements of the program, and achieve a deep and thorough assimilation of knowledge about music. The basis of the upbringing of artistic taste is also formed during the school lesson process. Are the artistic tastes of students in our current schools being formed as we would like? As a question, it can be determined that the interest of most of our students in Western music is increasing, they are increasingly uninterested in the melodies and songs in the school program, even if they are asked what melodies and songs they like, they will certainly cite current popular songs from Western countries as examples.

They even ask to perform songs. As a result of their devotion to the culture of Western countries to this extent, their artistic tastes are also developing accordingly. Although the entire life of the school equally participates in the upbringing of aesthetic taste in students, music lessons have a special importance. That is, music lessons are an effective tool in the upbringing of artistic taste. The most responsible task in this regard is assigned to music teachers. The upbringing of artistic taste is the task of every music teacher.



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