



CLASSIFICATION OF VOICE POSSIBILITIES IN ELEMENTARY MUSIC CULTURE LESSONS

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Annotation:

This article provides necessary information about teaching elementary school students to sing in music lessons. The use of voice capabilities is also analyzed in this process.

Keywords: spirituality, music, artistic taste, music rhythm, dance, game.

INTRODUCTION

The educational subject of music culture in general education schools is used to form the spiritual, artistic and moral culture of students, to implement national group and patriotism education, to develop creative skills, sophistication and artistic taste, to expand the range of thought, independence and initiative. is important in education.

MATERIALS AND METHODS

In the formation of musical education from childhood, the performance of students on musical instruments arouses interest in music science and the art of music in general. When teaching children to play musical instruments, forming a sense of rhythm in them is an important activity. These types of musical activities greatly help the child's all-round growth.

First of all, his musical education, especially his sense of rhythm and musical memory, are well developed, because any type of movement is performed under the rhythm and beats of music, and the musical tones associated with the movement are kept in the memory of the students.

Secondly, as we said above, musical rhythmic movements develop mobility and agility in children, exercise their bodies, and greatly help their stature to grow properly.

Thirdly, the actions corresponding to the dances, which arise under the influence of different rhythms, evoke different emotional feelings in the child, create different moods, and create unique images in his mind. Therefore, movement with music has a special significance in the development of mental and aesthetic abilities and will of the child. For example, marching music gives a child energy and refreshment. It is





difficult to imagine festive events and even the daily life of students without marching music. And the dance tunes create wonderful inner feelings and experiences in the child, encourage him to dance involuntarily and give him great pleasure.

RESULTS AND DISCUSSION

Rhythmic movements with music, dance and games quickly affect young children. That's why cheerful dance, interesting musical games attract the attention of every child. Children's sense of rhythm actively develops in the process of learning various rhythmic movements performed with music - dance, games, gymnastic exercises and songs. Already, dance and game have incorporated various expressive rhythmic elements.

All three types of these actions form the basis of all actions performed by students at school, and each of them is the main expressive rhythmic movement element. The method of musical education in the school consists mainly of musical rhythmic games, children playing under the sounds of musical instruments and singing. In turn, the game with musical instruments is divided into games with a plot and without a plot. In a game with a plot, a specific event is described, and in a game without a plot, the character and artistic form of a piece of music is described by means of various movement patterns. Singing and playing is structured according to the meaning of the word more. In some games, one child starts the game and the others follow, while in others the group may be divided into two or play in pairs. Make a circle and divide the game

it is recommended to perform it in different ways, such as group performance.

Thus, musical games belong to didactic games in terms of their goals and tasks, and rhythmic activity is one of the important tools in a child's life, in his physical, mental, and intellectual development. Through rhythmic movements, all mental processes of children, such as thinking, imagination, memory, attention, develop and their knowledge about the environment expands.

The most important and complex part of the music culture teacher's teaching of singing in primary grades is the work on sound and singing. In the context of classroom activities, the teacher sometimes works with children who have an ugly voice. This difficulty is further compounded by the fact that some of these children have learned to imitate adults and sing the hymn incorrectly. The teacher should teach school children to sing the song in the style of the existing tradition, which allows them to perform the song as correctly as possible. No matter what kind of voice a child has, it is possible to smooth the timbre of his voice by giving him at least a simple level



of sound production culture. If such a sound cannot be used in some cases, but with the team, all these things can be created as a whole and a beautiful sound.

Children's good voice depends on the teacher's diligent and careful teaching of children from the first day of singing education. The teacher should have a good sense of "vocal", at the same time, it is important for him to know the voice characteristics of children of different ages. Children should not sing the song artificially, but sing it consciously, control their voice. The teacher should teach children to sing naturally and freely. For this, first of all, it is necessary to get them to say the song slowly and in a soft voice. The term mellow is related to gentle singing. Children should learn to sing the hymn in a connected legato. This is the main method of singing, and it is necessary to get both adults and school teachers to sing in this way.

It is planned to teach students to sing at the following stages through the musical direction of a particular work.

From the 1st stage, students are taught how to sing. The goal of the 2nd stage is to create freedom for the students' airways,

It consists in carefully ensuring the brightness of the sound, improving the harmony of the sounds. It uses gammas. Also, work is carried out on the ways of correct distribution of breathing and full formation.

In the 3rd stage, the teaching of singing is reinforced. Because during this stage, students gain a deep understanding of musical feelings and master the ways of singing a song much better. By this time, it is appropriate to directly use some exercises that include large jumps of sounds. As a result, students' singing creates a connection between unity and consistency. For example, the level of development of musical ability affects the quality of the voice, the way the voice is produced, as well as other singing skills. It is useful to repeat the singing exercises frequently and introduce students to sing in groups. The educational work carried out by the music teacher in this direction bears fruit.

In addition, it is permissible to organize activities taking into account the age and other characteristics of the students, in order to increase the enthusiasm of the students for the music lesson, to increase the effectiveness of the lesson. This requires demandingness, special research, tireless work and enthusiasm from primary school music teachers.

CONCLUSION

Therefore, each stage is aimed at the development of students' singing skills, starting from the elementary grades, the pure and expressive sonority, the strengthening of the sound production method, the increase in the quality of the sound timbre or the





significant expansion of the range, and resulting in correct and accurate pronunciation.

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