



SOME ISSUES OF INTERDISCIPLINARY TEACHING OF MUSIC IN PRIMARY SCHOOL IN UZBEKISTAN

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Abstract:

The article describes the features and methods of interdisciplinary teaching of music in the primary grades of secondary schools in Uzbekistan.

Keywords: Interdisciplinarity, song, expressiveness, knowledge, skill, qualification.

Society sets before the school the task of humanizing the education of the individual. Modernization of the content of education, updating the methods and means of teaching is the basis of new pedagogical research.

Due to the fact that academic subjects are built in the logic of specific sciences and all of them are more or less related to each other, there is a need to establish interdisciplinary connections.

A comprehensive study of the problem of interdisciplinarity is of fundamental importance for the development of the scientific and theoretical foundations of pedagogy, as well as for the practical work of teachers. It is interdisciplinary connections that are designed to provide a single methodological basis for the entire system of science, based on the emphasis on such systemic scientific ideas that should permeate education in all disciplines.

Interdisciplinary relations are not only a means of achieving the general social goals of education - the comprehensive development of the student, but also one of the necessary factors in the formation of specific pedagogical tasks, the definition of general subject systems of knowledge, skills and abilities. and abilities, and relationships.

According to scientists, "the establishment of intra-subject and inter-subject connections in mastering the main subjects and understanding the laws of things in the world is the methodological basis of education." 1. 185.]

The interconnection of subjects "as an educational goal should teach the child from the first steps to imagine a whole world in which all its elements are interconnected, and not to give knowledge showing the connection of individual parts of the world system." [1.197.].





One of the educational areas of schoolchildren is the teaching of music in connection with other forms of art. After all, each art form has special opportunities for entering the spiritual life of a person. The child's mastery of music in harmony with other forms of art is a necessary condition for the comprehensive and complete development of his artistic culture.

The content of any academic subject is somehow related to other subjects studied. Interdisciplinarity is understood, first of all, the mutual consistency of the content of education in different disciplines. The selection and construction of the material are determined by the general goals of training and the optimal consideration of educational tasks based on the specific characteristics of each subject.

The subject "Music" is to form the foundations of the musical culture of students, to educate a moral and creative person who knows how to use the knowledge and skills gained with the help of music in educational activities and in various life situations. The objectives of training are to develop creative thinking and imagination, to enhance the cognitive activity of students, and this implementation allows the use of interdisciplinary connections in music lessons.

"A music teacher should have an understanding of the musical culture and history of Uzbekistan, reading, Uzbek literature, world history, fine arts, mathematics, physical culture. This is necessary in order to know in which cases he can rely on previously received information and when music lessons prepare children for the perception of material in other subjects. 2.197.] Interdisciplinary connections arise within the content of related disciplines, including the arts and humanities.

It is known that "from an early age, the child gets used to drawing on paper, forming in his imagination the surrounding objects and life events. The drawing is well known and understandable to the child, so the primary school teacher should involve students in conveying through the drawing their feelings, thoughts, moods, and the nature of the music they listen to. [3.261.]

The subject of "Education" is taught in the primary grades of secondary schools of the Republic of Uzbekistan. A number of topics included in the subject program repeat the content of the subjects included in the subjects "Reading", "Music", "Fine Arts". For example, in the subject "Education" of the 3rd grade, the theme "Sunny, my free land" is given. The following questions were also asked on the topic: "Why do we call Uzbekistan a beautiful country?" "What do the words in the anthem of our country mean: Sunny, my free land? What connects the words "independence" and "freedom"?

It can be seen that these topics are aimed at understanding the Motherland. This situation can be seen in the materials given in the textbook "Music" for grade 3. For





example, the textbook presents the songs "Diyar Madhi" (Praise of the Motherland, Poems by H. Rakhmat, music by N. Norkhodzhaev), "Vatanim Zavkim" (My Country, My Joy, Poems by P. Mumin, music by N. Norkhodzhaev). The theme "Independent Motherland" is given for drawing in the 3rd grade of the program "Fine Arts". The poem "Motherland" (Dilshad Rajab) is presented in the theme "Reading Literacy". The following questions were asked about this poem: "Why does the poet say that Uzbekistan is the most beautiful place in the world?", "What do you think needs to be done to be a wing of the Motherland?"

There is also a fairy tale on the theme "Motherland", consisting of 2 parts, written by Khudoiberdi Tokhtaboev in the form of a bird. A question was also asked about the fairy tale "Why did the king release birds brought from another country?" It can be seen that the subject of the textbook includes a sense of the Motherland, love for the Motherland, glorification of the Motherland, propaganda of the idea of its protection. The analysis of textbooks became the basis for our conclusion.

In this regard, a natural question arises: can a music teacher teach students the song "Diyar Madhi" (Praise of the Motherland) or "Vatanim Zavkim" (My Country My Joy) on the basis of the connection between the materials of fine arts, education, reading literacy? It's possible, of course. We achieved positive results by doing this in the course of our research. We will try to express our achievements on the example of interdisciplinary methods used in teaching students the song "Diyar Madhi" (Praise of the Motherland).

Before starting to study the work, we hung on the walls of the classroom images of luxurious buildings, historical monuments, monuments, natural landscapes located in different regions of Uzbekistan. We also prepared their electronic images and used them in the lesson.

We have developed our own methodology for passing lessons based on interdisciplinary communication. In the process of teaching students the song "Diyar Madhi" (Praise of the Motherland), we first showed portraits of the authors, the text of the poem and the notes on the slide. After that, we gave a brief overview of the authors' work and the history of the song. After that, we explained the dictionary meaning of the word "Diyar" - country, homeland and its meaning using the example of "Glory to the Motherland". We have explained that the word "madh" means to praise, to celebrate, to applaud, to lift into the sky, to describe. As an example, we used the poems: "All the melodies of your favorite song are rich in harmony and music, praise friendship and beauty." We explained that in the context of these verses, the word madh (praise) fulfills the task of connecting the musical idea and artistic meaning of the song with a specific purpose.





We also talked about how the poet tried to form artistic concepts in the lyrics of the song. In the first paragraph, it is expressed that "the Motherland is the fruit of tomorrow's future", "The Motherland is a factor that encourages the realization of intentions to acquire knowledge and skills." Based on this verse of the song, the composer formed a musical text. Based on these notes, the next 3 verses are sung. In the second paragraph, it is expressed that "love for the motherland gives strength in the realization of dreams", "bright feelings in the heart are familiar with the light and thirst for good deeds." The third paragraph expresses "The courage and prestige of the Motherland." It is also expressed to protect the Motherland as the apple of an eye, to justify its trust. In the fourth paragraph, the great commander of his time, Amir Temur, is recalled, and confidently asserts that "the prosperity of the country, shining and flourishing", "keep the banner free and joyfully step forward like brave boys."

After understanding the artistic lyrics of the song, we performed the lyrics live in the Kashgar rubabi, which is one of the favorite musical instruments of the Uzbek people. Although the students listened attentively to our performance, most of them were unable to form a clear idea of the melody in their memories. This is natural, of course. Having heard the text of the melody once, it is impossible to fully store it in memory. This situation manifests itself not only in young children, but also in adults, even in people who have the ability to easily enter any musical text into memory. Knowing this and in order to increase the attention of students, We repeated the musical text of the work on the Dutor instrument and watched how they felt the movement and sound of the melody. As a result, we witnessed that some students had special pleasure, some had excited thoughts, others had various movements in the body, some sang something, moving their lips, and some sat without paying attention. From this we learned that the effect of performing the melody was not the same for all students. This is due to the fact that it is impossible to fully form a figurative concept in the memory of children by playing the melody of a song on a musical instrument 1-2 times. With this in mind, we used the act of clapping the rhythmic structure of the notes when displaying the notes of the song in the electronic version. We asked to play the firecracker, counting notes without making a sound. We expected this method to yield results 3-4 times. Our hypothesis was confirmed. We observed positive results of the students after the third exercise. Rhythmic stability was almost the same when performing the exercise for the fourth time. After that, we played the lyrics of the melody on the kashgar rubobi instrument, and the children played the notes on the firecracker. This technique was interesting for children, but the dynamic coloring had a different shade. We planned to achieve this condition at the level of need in the process of learning a song.





So, we started teaching this song to the students. First of all, we read the first stanza of the poem expressively and figuratively. We showed an electronic version of the text so that students could read it while looking at it. Because we have observed many times in practice that it is difficult for children to sing while reading the text in the textbook, and it is easier to read the electronic version and at the same time follow the teacher's performance.

In the process of teaching the words of the song "Homeland Tomorrow, the Fruit to Come, Knowledge, Craft, Master", we used the pictures given in the reading literacy textbook. In particular, we showed students photographs of the panorama of the "Independence Square", buildings in the Registan district of Samarkand, Lyabi-Khovuz, the Ark complex in Bukhara. We told them that this is the beauty of our country, that they were built by educated, knowledgeable and skillful specialists.

In the process of teaching the words "We will definitely be, the intentions are huge, big", as well as in the process of teaching the words "My country is stable, my country is honorable", we used pictures and videos. In particular, we showed photographs of the buildings of the National Conservatory of Uzbekistan, the Alisher Navoi Opera and Ballet Theater, and Bukhara State University.

We showed videos of the winners of the Summer Olympic Games in Rio de Janeiro in boxing Shakhobiddin Zoirov, Hasanboy Dosmatov and the pride of Uzbekistan Bahadir Jalolov. In the process of learning the verse "Grandfather Temur in my heart", we explained the meaning of Amir Temur's saying "Strength in justice". We talked about the flag of the Republic of Uzbekistan, teaching the verse "Hold the flag and be free, we will gladly go forward" and that other countries also have their own flags.

Thus, the performance of the song was ensured. Expressiveness in singing, dynamic variety, speed and performance of the rhythmic ensemble were achieved at the required level. Singing a song with pleasure has become a habit for students.

In the process of teaching students the song "Diyar Madhi", we conducted the first trial lesson to find out the results of the methods we used in terms of objectivity. We called the topic of the lesson "Choose one of the pictures and write your understanding." We picked up pictures on the topic. In particular, we selected pictures of the panorama of the "Independence Square" in Tashkent, the buildings of the Registan complex in Samarkand, the Labi-Khovuz complex and the Arch in Bukhara, the National Conservatory of Uzbekistan, the Opera and Ballet Theater named after Alisher Navoi, the building of Bukhara State University. We numbered each of them and hung them on the wall. Here are some examples of students' feedback on their chosen pictures: "Independence Square is our homeland. Every year, events dedicated to Independence Day are held on this square", "Independence Square is very





beautiful. When I was there with my parents, I told my father that "when I grow up, I will walk through this square in military uniform." "My brother is studying at the conservatory. They play rubab. I intend to study at the conservatory, like my brother", "There will be a music festival in the city of Samarkand. It will be held on Registan Square. Musicians from many countries come." "I like the Labi Havuz pool area. I climbed the statue of the donkey Nasriddin Afandi and took a picture. I'm going to be a clown like Efendi." "I was in the Ark Museum. I drew the throne on which the king of Bukhara sat." Although the students' answers seem simple, the ancient and modern buildings praising the country seem to encourage them to dream and hope that in the future they will become educated and knowledgeable people.

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