



METHODS OF USING THE CONNECTION OF SUBJECTS IN SCHOOL MUSIC EDUCATION

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ABSTRACT

In this article, the role of using the opportunities of integration of subjects in the music culture lessons of secondary schools in ensuring the quality and content of education is highlighted in concrete examples.

Keywords: Interdisciplinarity, music education, education, lesson, didactic knowledge, skill, competence, efficiency.

It is known that the organizational structure of "musical culture" classes taught in secondary schools allows students to participate in the educational process as active participants who perform educational tasks, not as passive participants. requires that it be carried out on the basis of In order to ensure that the lessons are held at the level of the program requirements, the knowledge and skills, professional training, and experience of the teacher in several areas of musical art are of decisive importance. Therefore, it is natural that any musician or "non-pedagogist" with a "narrow" specialty in music cannot pass music lessons pedagogically and methodically correctly. The main foundation of music education is laid in general education schools. That is, during this period, students learn general concepts and information on musical and musical-theoretical knowledge. Because music education in secondary schools does not involve training musicians. During seven years of study, students learn the most necessary, elementary rules of music theory, tunes, classical and status works written in Turkish genres and styles, belonging to different character and performance traditions, as well as contemporary composers, samples belonging to sister nations and foreign music, the greatest representatives of the world music art, classical composers will get to know, at least partially, their work and activities, music perception, performance skills are formed. It is in this process that the quality, content, interest and methodological diversity of education, the organization of it with the application of advanced pedagogical technologies and the rational and purposeful use of the communication opportunities of the sciences lead to further improvement of its quality and efficiency.

In primary grades, students learn songs suitable for children's world, get acquainted with game and dance tunes, and acquire the first skills and qualifications of vocal-





choir performance. The main goal is to introduce students to the magical world of music, to introduce them to the wide possibilities of depicting the world, people, various creatures, and natural scenes. It would not be wrong to say that the repertoire of songs learned during music lessons covers various aspects of the world we live in. In it, together with the spoons reflecting the spiritual experiences of a person, the dreams and hopes for a prosperous life, the society has a wide range of works that express natural phenomena, landscapes, appearances, the world of animals and plants, their characteristics, as well as high human feelings and qualities.

The works included in the music science program of general education schools show that the range of works recommended for listening and singing is very wide. This, in turn, leads to the implementation of the class program in a slightly shortened form. The breadth of lesson hours and the scope of topics, the content of the teacher's topics, the analysis of theoretical and literary, historical data, taking advantage of the method of speeding up the lessons, taking into account the activities and the educational tasks performed in them in the planning of each lesson shows that he should get it. Here:

1. Based on the method of interdisciplinarity, it is an effective way to organize lessons in an effective and integrated manner from the knowledge and skills of other disciplines. When learning the text of a song, you can use the native language, beautiful writing, artistically expressive reading, fine art when mastering sheet music, literature, folklore sources while listening and singing folklore songs.
2. To develop musical abilities, in which it is necessary to hear music, feel the rhythm, concentrate on one point, remember (memory), act according to the age and individual age characteristics of students.
3. Mastering theoretical knowledge of music, mastering knowledge and concepts related to music literacy, listening and analyzing works, acquiring vocal-choir qualification.
4. To describe musical genres, to have a brief understanding of melody and its structure.

In the process of singing and listening to music according to the current program, it is possible to determine its tonality (major or minor), measure, rhythm, character from the music literacy, adjust the voice while singing (vocal-choir exercises), make the song artistic. expressive singing (mother tongue, literature, history of music) while understanding the meaning of the poem, is carried out in practical activities. Using the subject of "Uzbek folk music" in listening and learning examples of Uzbek folk tunes and songs, listening to musical works from the class's phono library, conducting analytical conversations in this process, the features of their common aspects are closely related. stopping by gives good results. For example, in the 6th grade, the topic





of the third quarter is called "Classical music of the peoples of the East", and during the quarter, students will learn about Arab, Turkish, Azerbaijani, Turkmen, Iranian people who have been in close historical, political, social, and cultural relations with each other since ancient times. , Chinese, Japanese, Indian, Kazakh, Kyrgyz, Tajik peoples acquire common knowledge and understanding about music culture, especially classical music and their status. During the lessons on this topic, the classical performance in the musical culture of the peoples of the East (maqom, mugham, mugham, raga), as well as musical instruments (rubob, setor, oud, arfa, kobiz, qobuz, gzhjak etc.), it is necessary to pay special attention to the common aspects in the naming, construction, similarities in sound, dances, national clothes.

In the 7th grade, in the column "Local styles of Uzbek folk music", topics related to Kashkadarya-Surkhandarya, Tashkent-Fergana maqam roads, and Khorezm maqams are studied. the fact that it is a symbol of the ancient cultural and musical cooperation of Tajik and Uzbek people, that the musical instruments in them are similar, that many folk songs are sung in two languages, with the same melody (bilingualism), using the relationship of sciences, art studies, music explanation based on historical sources in a wider scope is of positive importance in enriching the students' musical worldview and in the formation of international feelings.

As we know, singing genres based on literary texts are also widely studied in literature. For example, song, yalla, alla, lapar, season, ritual sayings, especially the art of epics have been thoroughly studied in the field of folklore studies. These genres are studied as literary genres in scientific research and educational methodological sources in the field of folklore studies, their major performance, traditional features, performance styles, and the essence of the genre are explained in detail. Similarities and differences of the mentioned genres were studied based on the ethnic characteristics of the local population of each regional oasis. So, what is the method of organizing lessons in each year and quarter of music culture lessons in classes, and in teaching, the teacher carefully examines the curriculum and educational materials given in the textbook and conveys them to the students. and tools, it is necessary to determine the possibilities of using them, which additional information about the subject can serve to ensure the content of the lesson, interest, efficiency. In this:

- determine the points of connection and connection of educational materials (theoretical, practical) in the textbook;
- selection of active ways, methods, means of interdisciplinary communication and skillful use in the course of the lesson;
- the knowledge, skills and abilities learned in the content of the educational materials in the textbook should be focused on the main topic of the lesson, and the rest of the





auxiliary materials should be used to supplement it and enrich the students' general reserve of musical knowledge. Music culture requires the suitability of a number of components in determining the level of cultural and spiritual maturity of an individual. This can be explained as follows:

MUSICAL CULTURE



- Musical-theoretical literacy (note literacy).
- Music listening, analysis, music perception.
- Having the ability to sing.
- Having sufficient knowledge of music history and literature.
- Acquisition of practical (instrumental) performing skills.
- Gaining knowledge and understanding of classic and maqam music.
- Having enough information about sister nations, foreign classical music and modern music, its main directions.

In a person who has such knowledge and skills, the highest level of spiritual perfection is determined by itself. So:

- when organizing lessons in an interdisciplinary relationship, the knowledge, understanding, information, examples, analogies, and quotations of various disciplines have a positive effect on the content of the subject, making it more meaningful, understandable, and on a wider scale;
- the appropriate use of information related to the sciences should be planned in such a way that the study of one of them helps to study the other;
- raising problems related to the interdisciplinary subject in the lesson and
- implement a one-year approach to the formation of general understanding and skills, and influence the strengthening of knowledge in other subjects (mother tongue, literature, history, mathematics, physics, fine arts) in mastering musical theoretical knowledge;
- the use of knowledge related to other disciplines in the development of knowledge, skills and abilities related to the science of music culture should serve to ensure its quality and meaningfulness.
- it is important to reveal problems related to interdisciplinary subjects in the lesson and to achieve independent solution by students;



- based on the principle of simple to complex, it is necessary to increase attention to problem-based education.

A specialist teacher should teach the subjects the degree of interdependence and relevance, the ability to have the necessary knowledge and information, especially mathematics, science, philosophy, mother tongue, literature, natural science, visual arts, naturally requires more reference to subjects such as human culture and etiquette. This means that it is necessary for music teachers to be constantly aware of the changes and innovations taking place in the development of these subjects, and to constantly improve their knowledge.

The contribution of the organization of interdisciplinary lessons in school education to the enrichment of the educational content is clearly expressed by the integration of social, natural, technical and practical knowledge, and the modern achievements of each subject, the degree of development of the teacher in these subjects.

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