

## THE WAYS OF DEVELOPING STUDENT'S MUSICAL MENTALITY BY LISTENING NATIONAL MUSICAL INSTRUMENTS

***Kodirov Shavkat Zarifovich***

*The second-year student of master's degree, Pedagogical Institute of Bukhara State  
University, Music education and art specialty*

***Kodirova Dilovar Rakhmatovna***

*Musicolog, Member of the Union Composers and Bastakors of Uzbekistan,  
Senior teacher of the Bukhara Specialized School of Arts*

**Annotation:** This article gives an opinion on national musical instruments and methods that are characteristic for the development of students' musical thinking when listening to them. In addition, we will talk about the special importance of listening to musical works by Russian and foreign composers, and the formation of students' musical thinking.

**Key words:** Uzbek folk instruments, national tradition, musical thought, performance, classical music, classical music, musical practice.

It is known that music is one of the art forms that forms artistic and aesthetic taste in children. Activities such as musical literacy, singing in a choir, listening to music, creativity are carried out in music lessons in close connection. Among them, the activity of listening to music is especially important, it encourages the student to think, form the imagination, and form a certain concept in the mind. One of the important aspects is that while listening to music, students imagine musical and artistic images, as well as learn about musical performance, develop their skills and abilities and at the same time form their own musical thinking. In this exercise, the music teacher plays the necessary piece of music for students to listen to depending on the topic being studied, or plays it for the student using the technical means used in the lesson. For example, in the middle classes, students listen to songs and statuses from the topic of Uzbek classical music and analyze together. It is this process that greatly contributes to the development of the student's intellect. That is, students perceive the structure and expressiveness, the dynamic variety of music.

The artistic structure of our songs and maqams is mainly borrowed from ghazals, which describe content with deep meaning. The essence of each ghazal encourages a person to think. Along with Uzbek classical music, the musical and artistic composition of works by foreign composers deserves attention. For example, we see that the polyphony and fugues written by Johann Sebastian Bach have a very positive psychological effect. We see that his many-voiced works have their own meaning, that the voices together serve to describe a whole complex work.

The goal of listening to music is to teach students to perceive the mood of music, low tone, rhythm and timbre of a given piece of music. The content of the work is analyzed together with the teacher in a general conclusion. It is these processes that help in the development of the student's intelligence. Therapists treated patients by listening to the music of musical instruments. The

existence of many studies in this regard is the basis of our opinion. When a student listens to a piece of music, you can tell that it affects his mood by the expression on his face. For example, when listening to music with a cheerful, fast rhythm, the student immediately feels joy and high spirits. On the contrary, listening to a heavy, restrained, melancholy piece of music, he will think, his face will reflect a sad mood. Psychotherapists also note that when listening to pleasant music, the internal organs of a person are synchronized. Therefore, the right choice of music, which positively affects the character and mood of a person, is very useful for his body parts.

It is known that people involved in sports are also encouraged to listen to music. Accordingly, people involved in complex sports like to listen to music almost every day. He listens to music to relax, especially before competitions or between competitions. Thus, they feel that the processes of doing sports have ended, having received motivation for themselves. In support of our point of view, we would like to say that psychologists have mentioned that listening to music while exercising increases work efficiency by 20%.

In Japan, which is one of the most developed countries in the world, in the system of primary general education, mother tongue lessons are conducted in harmony with music. The reason for this is that it is easier for students to learn this subject through music. This system, called the Suzuki system, is very popular in Japan. Because listening to music is very conducive to understanding other subjects. This method was created by the Japanese teacher and violinist Shinichi Suzuki. Since the study was successfully tested in practice, it was included in this educational system and named after the scientist who applied it in education.

One of the most important aspects of music lessons in a modern school is teaching the perception of music heard through a musical instrument, with an emphasis on its content. Almost all types of musical activity take their place in the implementation of this process. No wonder they are the main core of the process of listening to music.

Listening to music requires a music teacher to have skills and deep knowledge of their profession. Because it is important for the teacher to choose the right piece for "listening to music" in accordance with the levels of students. For example, when we teach younger students to listen to music, we cannot ask them to listen to complex polyphonic works or makams, which are Uzbek classical music. The musical and artistic perception of our young students is still too far behind for the analysis of works of Uzbek classical music. Or, on the contrary, it is very easy for seventh graders to analyze simple children's songs by listening to them. Therefore, it is advisable to listen to music in accordance with the age of students and the level of their knowledge, skills and abilities. By doing this, we will give students another impetus to develop their intellectual potential. Repeated listening to a piece of music allows you to keep it in the memory of the student and strengthen his knowledge of the work. Students learn to formulate their impressions by analyzing them.

At the beginning of the lesson, the teacher should give some information about the listened work. For example, it is recommended to use narrative and explanatory techniques about the title of the work, when it was composed or performed by whom, what is its content. Students will be able to evaluate the teacher's skills. The fact is that if a work is performed by a teacher on any musical instrument, students will listen to it with great interest and attention. This process makes it easier to understand the work, at the same time, students form in their minds a certain idea of the musical and artistic structure of the work, and the circle of thinking expands. Therefore, the live performance of the teacher acquires a positive meaning and a new understanding is formed in the mind of the student.

It is advisable for a music teacher to prepare technical assistants in advance to listen to an orchestra, ensemble performance or a large choir, operas belonging to a complex genre of activity. Listening to a work with the help of various technical means facilitates its perception by students, and their ideas about the work lead to positive thinking.

School-age students, including teenagers, are sensitive and impressionable, and therefore imbued with deep philosophical ideas. Music that expresses human emotions, such as the struggle for happiness, first love experiences, longing, has a strong emotional impact on them and encourages serious observation. The ballet "Shirok" by T. Kurbanov, the ballet "Tomaris" by U. Musaev, the opera "Takhir va Zukhra" by T. Dzhaliyeva, "Mirzachol" by S. Yudakov, which reflected the great ideas included in the "Musical Culture". The program includes a symphonic suite, "Heroism" by L. Beethoven, A.A. In the process of understanding Mozart's "40th Symphony", students will get an idea of the pronounced musical images and their conflicts, struggle of motives, dramatic developments in these works.

In 6th grade, students will have a direct understanding of classical music.

They listen to samples of classical music. Also, people of the East improve their knowledge by listening to samples of classical music. This is a difficult task for the teacher. The above topics should be properly explained to the students. It is necessary to compare opera, symphony, ballet and teach them so that they distinguish these genres from each other for life.

Before listening to the piece, we give students a task. That is, what musical instruments are played in the work. Who can sing the main melody of the piece after hearing the sentences of the piece? Each work should be listened to with certain tasks before listening. So they will learn to sing a work, understand musical works, be able to analyze them, hear and distinguish between dynamic signs and signs of alteration.

In addition, the work "Children" given in the textbook for the 6th grade (Jumaniyaz Jabbarov, Khabibulla Rakhimov), composed for solo and vocal performance, it seems that the bonds of friendship are further strengthened by the virtues of respect, friendship and harmony. by accompaniment or polyphonic performance in the specified part of their singing. And also "Ailanai from Uzbekim" (school of Dilbar Azamova, school of Gulnara Kochkorova), "Uzbekistan is a paradise" (school of Dilshod Rajab, school of Khurshid Hasanov), "O" in the 7th grade textbook "Uzbekistan is a mother" (Gambar ota sh., Muhammad Otajonov M.) also in works instilling feelings of friendship, patriotism and brotherhood in the minds and hearts of students, as well as in revealing the unique advantages of polyphonic performance, the widespread use of innovative educational achievements with the achievement of effective results is a success factor.

If the above works are carried out at the proper level, I think that we will contribute to the growth of the younger generation into mature people who love and respect music.

#### **List of used literature**

1. Mirzaev O'.O. "Instrumental Performance and Ensemble", Textbook. Navoi - 2019. 150 pages.
2. Mustafoev B.I. Methods of teaching music [Text]: textbook / B. Mustafoev-Bukhara: Sadrididdin Salim Bukhari LLC, Durdon publishing house, 2021. - 188 p.
3. Methods of teaching music and school repertoire. Educational-methodical complex of science. - SamDU, 2011 - year.
4. Ruziev D.Yu. Fundamentals of concert performance. Textbook. - Bukhara: "Sadrididdin Salim Bukhari" by Durdon. 2022. - 404 p.

## 2023: International Conference on Research Identity, Value and Ethics (USA)

<https://conferenceseries.info/index.php/ICRIVE/issue/view/13>

5. Roziev D. Formation of figurative thinking among ensemble performers Journal "Pedagogical Excellence" Bukhara 2021. Special issue, May 11 - 16 pages.
6. Ruziev D. Ways of working on musical works // American Journal of Social Sciences and Innovations in Education. - 2021. -T. N3. -N. 01. - p. 436-440.
7. Tashbaeva D. Methods of teaching music and school repertoire. Tutorial. T., Publishing house "Fap ua technologies", 2007, p. 192.
8. Khodjaeva Z.L. Technology of application of advanced pedagogical technologies in music lessons. Scientific journal "Science and Education" / ISSN 2181-0842 November 2021 / Volume 2 Issue 11 1138-1143.