

Social And Spiritual Importance of Lessons of Musical Culture

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Annotation: This article discusses the teaching of music culture in secondary schools, the socio-spiritual significance of these lessons in the education of a harmoniously developed generation.

Keywords: Music Culture Lessons, Socio-Spiritual, Young Generation, General Education, Music Culture, Art, Music Education.

The upbringing of a harmoniously developed person has always been of great social importance. At present, Uzbekistan pays more attention to the problems of socio-cultural upbringing of the younger generation, which is the result of the spiritual and moral development of modern society. The education system serves as a leading factor, environment and pedagogical mechanism in the targeted process of social, cultural and spiritual development of the individual.

The introduction of social, cultural, psychological and pedagogical aspects of the educational process, which is a set of interactions between the subjects of communication, accelerates the process of successful problem solving. Musical and aesthetic education of students plays an important role in the formation of a well-rounded, highly educated, socially oriented person. "A person who experiences the joy of creativity, albeit in small amounts, seeks to perfect his mental life experience rather than imitate the actions of others," says academic, musicologist Asafev B. V.¹

The Action Strategy for the further development of the Republic of Uzbekistan sets the tasks "to create favorable conditions for the development of music and art education, to draw the attention of young people to music and art, to find young talented artists and encourage their creativity."² In this regard, it is important to identify the philosophical, pedagogical and psychological factors of the development of musical culture on the basis of the analysis of the relationship between musical values and the formation of musical culture, the integration of pedagogical mechanisms of musical culture with national musical values.

It should be noted that music and aesthetic education has a great potential for a positive solution to such a responsible task. The musical heritage of our people, which has very ancient, rich and deep historical roots, has always played an important role in the spiritual and aesthetic education of people with its educationally impressive artistic ideas. By making more effective use of such a huge spiritual wealth in the artistic and aesthetic education of young people, effective results can be achieved in forming in their hearts feelings of kindness, honesty, purity, humanity, friendship, patriotism, love for nation and national values.

As a result of the efforts of the President of the Republic in this regard, the issue of education has risen to the level of a priority in the socio-economic, cultural and educational development of society.

Deep understanding of the importance of the art of music, enriching the inner emotional world of young people, paying attention to its high social aspects in the formation and development of

¹ Asafev B.V. Izbrannye stati o muzykalnom prosveshchenii i obrazovanii. - M .; L .: Muzyka, 1965. - 152 p

² Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No PF-4947 "On the Action Strategy for further development of the Republic of Uzbekistan." - Collection of Legislation of the Republic of Uzbekistan, 2017, No. 6, Article 70.

spiritual and moral qualities, directing them to the goals of national ideology, spiritual renewal and reform are defined as the main criteria. Along with all the subjects taught in general secondary schools, the art of music, which is one of the types of art, plays an important role in the comprehensive development of the younger generation. After all, music affects a person's emotions, expressing human feelings, dreams and desires in a unique artistic language. Music culture lessons have a positive effect on the aesthetic and moral upbringing of students, develop their sense of beauty, and thus form the artistic and musical worldview, creating the basis for their development into a harmoniously developed person.

There is no one who is not interested in and enjoy the art of music. The role of art in the development of human society and its importance is so great that musical education begins in kindergarten and continues in school.

One of the main goals of music education and upbringing in secondary schools is to bring up the younger generation at the level of a cultured person who can inherit our national music and have a deep understanding of universal musical values. Therefore, the "Concept of music education in secondary schools" emphasizes the formation of national music education on the basis of national musical heritage.³ Many scientific researches have proved that folklore, classical and maqom songs in the folk music heritage have a high educational value, can be absorbed into the spiritual world of young people, can be used effectively and purposefully in artistic and aesthetic education.

From this point of view, the experience of the national, cultural and historical heritage of the people plays an important role in the formation of a person's musical culture. Indeed, in order to effectively use the ideas and views of traditional heritage and thinkers in the formation of musical culture in young people in pedagogy, it was found necessary to enrich the direction of music science with a number of new teaching materials and information. One of the main tasks is to increase students' interest in the profession, to form a clear idea of their place in society and to function, to develop general pedagogical culture and spiritual qualities, to form psychological and practical preparation for pedagogical activity. In this regard, it is necessary to radically change the teaching of music sciences, to pay some attention to the formation of musical culture in them and to involve various pedagogical methods. This approach requires the humanization and culturalization of music education, the integration of academic disciplines, the use of national and universal values of music in the educational process. The formation of musical culture depends more on the educational outcome. Accordingly, the teacher's skill, especially his qualifications and practical experience, is of great importance in the formation of musical culture in students.

The most famous and valuable classical and maqom songs of our people's musical heritage are performed to the accompaniment of musical melodies connected with the best poetic samples of our classical literature, passed down from generation to generation and still retain their beauty and value. It is also true that the great Eastern scholars have expressed many and good opinions about the artistic and emotional impact of such songs on human emotions in any case.

Another area that has a special place in the musical heritage of the Uzbek people is the songs with instructive motives. Such moral exhortations can be considered as an integral part of folk pedagogy. In the works of the great representatives of the classical poetry of the East, many works on the theme of exhortation have been created and are still being created. Most of the examples of poetry on this theme have been performed as songs, have always been loved and listened to by our people, and have been passed down from generation to generation in the tradition of teacher-student.

Another important part of the Uzbek folk music heritage is humorous and humorous songs in a critical spirit. In the content of the songs on this theme, negative vices, situations and appearances are interpreted through a kind of sarcasm, jokes, jokes, which are also distinguished by their significant educational power. It seems that the current position of the art of singing, the most popular, modern and comprehensive form of folk music, the role and place in solving educational

³ <https://lex.uz/docs/48401> (Bulletin of the Oliy Majlis of the Republic of Uzbekistan, 1997, No. 11-12, Article 295; Collection of Legislation of the Republic of Uzbekistan, 2007, No. 15, Article 150; 2013, No. 41, Article 543; National Database of Legislation, 05.01.2018, No. 03/18/456/0512)

and pedagogical problems remains more relevant than ever. However, observations of music lessons in secondary schools show that the topics of folk music heritage, in particular, classical and maqom art, the knowledge and skills that students should acquire in the educational process are not at the required level. An approach to the study of folk music at the level of today's requirements would serve as a basis for overcoming the shortcomings in secondary schools. These problems include:

- Insufficient provision of secondary schools with "records" of folk music, in particular, folklore, classical and maqom music (sound library);
- Lack of educational and methodological manuals that provide extensive information on folk music;
- Most music teachers do not have sufficient specialization skills in classical and maqom music;
- Sources that provide brief information about the recommended repertoire samples for each quarter and year topic, which can be studied independently, the absence of special note-taking collections;
- Lack of necessary equipment or lack of it in some schools, etc.

In conclusion, in pedagogy it is expedient to put into practice the following priorities for the formation and development of musical culture of students of general secondary education: the formation of a healthy spiritual worldview in children through folklore in the family; creation of a modernized system of protection of educational institutions from information threats; creation of didactic support for the development of students' spirituality in the process of extracurricular activities; creation of technologies for the formation of universal values in students through the art of music.

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