

Characteristics of Musical Ability Development

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Annotation: Music lessons are specific forms of manifestation of mental activity of the child's personality. The development of more musical hearing of students through musical abilities. The process of performing music lessons in secondary schools is one of the most important tasks.

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Practicing music and achieving certain results requires a certain set of general and specific abilities. Ability is a characteristic of a person that characterizes his ability to successfully perform a certain type of social activity.

In pedagogy, the concept of ability is defined in accordance with the methodological principle that the development of a person is the development of his abilities. The pedagogical process in the most basic activities of music lessons requires the comprehensive coverage of students, the formation of their practical performance skills in harmony, at a certain level of stable listening. Achieving pure unison in singing, tuning, juggling, ensemble, performing works of various complexity as a whole class (choir) as a "whole organism", maximizing students' musical abilities. zoom in, puts the task crosswise. Music q Children with developmental disabilities have a "sluggish" musical reading, which also has a negative effect on hearing and musical memory.

Therefore, in order to form and develop abilities, it is necessary to organize possible pedagogical activities to reveal the hidden abilities. they believe that without proper activity, there may be no ability or development at all. This can also be seen in the direction of music. Inability to express one's abilities well may also be related to the outcome of one's psychological state (such as excitement, confusion, or lack of self-confidence). In such cases, the teacher-educator should try to reveal the hidden abilities of the child's personality. .

Since music lessons are one of the specific forms of mental activity of a child's personality, music pedagogy prefers to work on the basis of scientific achievements and conclusions of general pedagogy and physiology. The relationship between education and development is complex, and the acquisition of the necessary skills in a particular activity (musical) does not immediately increase the level of their abilities. It depends on how the teacher manages and organizes the educational process, as well as on the individual study of each child and their pedagogical approach to them. This is often observed in teachers who do not have sufficient knowledge and skills, experience in music pedagogy and methodology. To apply with, it is necessary to know, to better study the individual characteristics of the child's personality.

It is well known that musical abilities develop early, often long before children begin to engage in music in a purposeful way. However, research and experiments of some scientists have shown that it is possible to develop non-human abilities in a well-organized educational process. Therefore, we believe that every child should be involved in music, we have the right to believe that musical ability can only be formed and developed through a purposeful and consistent system of music lessons.

Some music lessons in elementary school music lessons, that is, "gifted" students, need to be studied in order to develop their musical abilities. It is most often seen in children singing, playing musical instruments, rhythmic accompaniment to music, and performing musical movements.

When analyzing the problem of musical abilities, it should be noted that they consist of a wide range of interrelated, inseparable qualities. Quote These include traits related to intonation, sense of rhythm, and special performance. In such cases, the music teacher should study each child's musical abilities and record

their changes in a special notebook. performing dance movements, teaching them to play musical instruments. Their musical abilities are observed. Therefore, working with children individually or in groups at different levels is one of the most effective forms of work.

Without denying the innate ability of nature, it is possible to form in every physically healthy child musical perception, musical hearing, performance ability. Of course, under the same conditions, for example, in music classes, the level of mastery of students in the same classroom, in the same teacher, will be different. Therefore, the process of formation of human character, psychological, physiological capabilities, interests is very complex. requires the organization of training sessions.

This is especially important in music lessons, as the quality of the music lessons is evident in the group performance of the students.

Musical ability is explained by the fact that students develop more musical hearing. Because the ability of children with developed musical hearing (sulhi) to perceive and memorize music is formed accordingly. The ability to hear music is absolute and relative, absolute hearing. , is innate in a person in harmony with perception, imagination, attention, memory, etc.

Musical hearing consists of external hearing and internal hearing, while external hearing is the perception of the music we hear, while internal hearing is the ability to think, see a note, and be affected by music even if it does not hear it. In this case, the role of the music teacher is to work to develop the students' internal hearing. Teaching the student to listen carefully to music is one of the most effective methods.

The development of musical ability can be achieved by memorizing and imagining, teaching sounds (musical sounds) to feel, understand and comprehend musical images independently.

When it comes to teaching a song to a student at school, his or her musical ability begins with testing his or her "musical hearing."

The process of collective performance of music culture lessons in secondary schools is one of the most important tasks in developing students' listening skills from the most important musical abilities. This is because listening to music, comprehending a work, remembering it, and expressing theoretical knowledge in practice are all manifestations of this process.

It should be noted that the formation of a set of musical skills (listening, singing, reading by note, memorization, playing) in students is equally important for all professionals in the field of music. Women can be found among adults, including college and university students. In the research of music pedagogy and psychologists, there are no incompetent people, but in some people they are bright from an early age. In assessing them as 'dod') or, conversely, some have expressed their views on their 'slow' development. These are due to very complex psychological factors, and sometimes people have their own abilities in public. Some people (students) are shy, shy in front of others, shy, self-confident. In such cases, it is important for music teachers to be high-level psychologists, in addition to pedagogy. identify, realize, appropriate u It is important to use self-confidence and tools, first of all, to cultivate self-confidence in the student, to stimulate him, to bring him to the stage, to the public again and again. and methodologically correct organization and organization of lessons, effective use of interesting, different methods, techniques, visual and technical aids lead to an increase in students' interest in the lesson. Adequate learning, singing, theoretical and practical performance skills and abilities increase the desire to learn. These factors also effectively accelerate the process of formation of their musical abilities. .

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