

Strengthening the Musical Literacy of High School Students with the Help of Computers

Odinakhan Mamirova

Associate Professor of the Department of Music Education of Andijan State University

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Abstract: Taking into account that musical-theoretical knowledge is fully imparted only in specialized music schools, determining the forms and methods of imparting musical-theoretical knowledge in these educational institutions makes it possible to use them in general secondary educational institutions in the future.

The article describes the strengthening of music literacy of high school students with the help of a computer.

Keywords: education, musical-theoretical knowledge, conditions, solfeggio, musical literacy, rhythmicity, music theory, harmony, analysis of a musical piece, music history, music metaphysics.

Introduction.

Musical activity is an integral part of all our educational activities, and it plays a big role in the harmonious development of young people. That is why many creative teams are being organized in our country at present in many music schools, school and out-of-school children, cultural education institutions, and production organizations. Their main goal is to attract children to the art of music, to love it, to appreciate it, and to educate them about musical literacy.

The main part.

Taking into account that musical-theoretical knowledge is fully imparted only in specialized music schools, determining the forms, methods and methods of imparting musical-theoretical knowledge in these educational institutions makes it possible to use them in general secondary educational institutions in the future. For this purpose, it is necessary to determine the amount of musical-theoretical knowledge in the curriculum and program of specialized music schools, to study the conditions created for mastering musical-theoretical knowledge, to study the methodological approaches used in the educational process, to generalize the process of imparting special musical knowledge. targeted work on comparison with secondary schools was carried out, and we got acquainted with the work of the "Music theory" department of the primary music school of the Glier Republican specialized music academic school and conducted observations. In specialized music schools, there are "Music Theory" and "Music History" departments, "Music Theory" department - solfeggio, music literacy, rhythmic, music theory, harmony, analysis of musical works, "Music History" department limi - includes such subjects as listening to music, music literature, Uzbek music. Each subject is led by its own specialist. The classrooms are compact and comfortable, each room has tables and chairs, a piano, display posters, sheet music and a blackboard for text writing. Classrooms are protected from outside noise. The school has a stock of gramophone records related

to musical-theoretical knowledge, special literature necessary for students to acquire musical-theoretical knowledge. According to the curriculum, the number of students in music theory classes should not exceed ten, and the number of students in music history classes should not exceed twelve. According to the curriculum, in the elementary school, students attend two hours of solfeggio, two hours of rhythm, and one hour of listening to music. So, in elementary school, students are given five hours to master musical-theoretical knowledge. This, in turn, increases the efficiency of students' acquisition of musical-theoretical knowledge. It should be noted here that specialized music schools satisfy the spiritual needs of students and make up for the deficiencies that have arisen in the course of school education. At the same time, individual work and differentiated teaching, which are somewhat difficult to apply in the process of school education, allow to provide theoretical and practical knowledge that is not taken into account in the programs of "Music culture", integrates and enriches the educational mechanism. Specialized music schools differ from general secondary schools in that the volume of knowledge to be mastered is relatively large.

The process of mastering musical-theoretical knowledge in specialized music schools was carried out using the following methods and forms:

- 1) Educational methods that affect the minds of students - stories, explanations, emphasis, lectures, practical examples, demonstrations, examples, debates;
- 2) Organization of creative activity - performing exercises, repeating and strengthening, pedagogical requirements, giving tasks, using educational situations, etc.;
- 3) Use of methods of punishment and encouragement in the educational process;
- 4) Application of theoretical knowledge in practice;
- 5) Writing small musical dictations and organizing supervision lessons. In the process of mastering musical-theoretical knowledge, the organization of educational work in specialized music schools for the formation of the student's personality was carried out based on the following tools: the personal approach and ability of the teacher and students; information and technical means; set an example; visual aids; use of new technologies.

According to our observations, the process of mastering musical-theoretical knowledge in specialized music schools was ensured in accordance with the following principles:

1. Musical education unit.
2. Focusing on the single goal of mastering musical-theoretical knowledge.
3. Relationship of musical knowledge with life.
4. Taking into account the age-psychological characteristics of students.
5. Regular and systematic conduct of music-theoretical classes.

In comparison with general secondary education schools, the following aspects of the process of acquiring musical-theoretical knowledge in specialized music schools can be distinguished:

- 1) that a lot of time is allocated to lessons per week;
- 2) Students' interest in the lesson is high;
- 3) The level of knowledge and qualification of teachers is very high (professionals who graduated from special higher educational institutions);
- 4) that each lesson is aimed at a specific goal;
- 5) Adequacy of visual aids in classrooms and lessons their efficient use;
- 6) Use of new technologies in lessons;
- 7) Classes are divided into groups and the number of students in each group does not exceed ten. It is these factors that ensure the effectiveness of mastering musical-theoretical knowledge in

special music schools. It should also be noted that in special music schools, the acquisition of musical-theoretical knowledge is supplemented with other special subjects. This allows you to consolidate the knowledge gained in the lessons. The music theory course provides students with the necessary information about the art of music and about the main means of musical expression that unites the "language" of music - melody.

Goals and objectives of the Department of Music Theory:

1. To provide the student with the necessary knowledge and skill system to explain the main tools of musical expression.
2. In the process of mastering the course and later, to acquire the necessary musical-theoretical skills for the student's musical maturity, to create a foundation for the formation and improvement of his musical thinking, and the formation of his musical perception.

The main rules of the teaching methodology of music theory:

1. During the entire course, the acquisition of musical-theoretical knowledge should be inextricably linked with listening to music. This event eliminates the superficial approach to mastering music theory. Topics should start with listening to a piece of music. Therefore, without understanding the meaning of the studied musical piece, it is inappropriate to memorize the opinion, definition, rule about it.
2. When interpreting the theoretical rules, one should rely on musical examples, materials, i.e. musical culture that educates the student's taste - national music.
3. Music theory should be implemented in methodological connection with solfeggio. Elementary music theory (music literacy) is taught as part of the subject of solfeggio. But, at the same time, music theory - as a theoretical science, and solfeggio - as a practical science should not lose their independence.
4. The imparting of musical-theoretical knowledge should be carried out according to a specific system of logical and coherent presentation.

The model of musical-theoretical knowledge to be mastered in the primary classes of specialized music schools is Solfeggio Rhythmic Listening to music Notation literacy, musical literacy, musical hearing based on singing according to notes Musical concepts, mainly form a sense of rhythm. Under Music, elementary concepts about music, analysis of a musical work, the section of Music theory of music forms the ability, intonation purity of the voice, conducting, basic musical concepts, knowledge and skills of elementary grades. performing rhythmic movements, forming children's skills and abilities to accompany musical instruments. Provides an understanding of means of expression, musical genres - opera, ballet, dance, song, march, oratorio, prelude, etc.

It is important that the process of mastering musical-theoretical knowledge is highly responsible, scientific-theoretical, methodologically mature and perfect. The main factor ensuring its effectiveness and success is a well-developed lesson system. The music theory section of specialized music schools combines several subjects in primary grades - solfeggio, music listening and rhythmic lessons. Pupils get the necessary musical-theoretical knowledge through these subjects. Now we will explain each of these subjects separately.

Singing according to the note (solfege) Singing according to the note is a complex process in the process of acquiring musical-theoretical knowledge. Solfeggio - Italian for solfege - singing notes, musical symbols, gammas - vocal exercises to improve hearing skills and learn to quickly read them according to the note. Solfeggio - musical pieces and various musical exercises can be performed by looking at the note and singing the name of the note. The term solfege is derived from the sol-fa notes. It requires the teacher to conduct lessons systematically and consistently.

If students move from class to class and gradually improve their ability to sing according to the notes, from simple to complex, then when they move to higher classes, they will be able to sing the learned

songs easily according to the notes. Singing according to the notes - solfeggio is carried out organically with musical literacy. If music literacy teaches the location, length, and counting of notes, it will be possible to sing the notes in practice using solfeggio. Therefore, musical literacy and solfeggio are conducted in a parallel way, that is, solfeggio and musical literacy form a single process.

From the first grade, students should be able to sing according to the notes. For this, it is necessary to follow the movement of the sung song according to the note. First of all, easy little music videos are given. In order to sing by note, it is important that students know the notation system well and be able to easily find them on the sheet music. In order for note-to-note singing to work well, giving students a familiar tune that has been sung or listened to before makes it easier for them to follow the movement of the tune.

Before singing, the measure of the melody, the length of the notes (whole, half, quarter...), the tempo and tonality of the melody are determined. Then performing tuning exercises in that tonality allows you to adapt to the tonality. In the exercises, stable and unstable stages of tonality are identified and spoken. In addition to textbooks, posters with musical tunes give good results as visual aids in such activities. Under the guidance of the teacher, students sing all the notes of the melody. Then the teacher sings this melody with the melody and measure, the students follow the note. Then everyone together sings the melody according to the notes and conducts at the same time. Conducting while singing according to the note helps not to deviate from the rhythm of the melody, to develop a sense of meter, and to correctly count the length of the notes.

The main goal of acquiring the solfeggio qualification is to form students' musical studies, the ability to hear music, and to sing in clean intonation. This will be of great importance in their practical activities. Solfeggio basically involves singing unfamiliar tunes from the first note. In order to sing an unfamiliar tune according to the notes, you need to be able to mentally imagine the melody of the written tune. That's why it takes a long time to develop musical education and gain enough musical experience. This is achieved in the process of developing musical literacy, getting acquainted with music literature, and acquiring vocal and choral skills.

Summary.

Pupils gradually begin to understand the pitch, scale, metrorhythmic features of musical speech, and also begin to develop musical perception, musical thinking, musical memory, and musical feelings. In the process of mastering musical-theoretical knowledge, the following activities are performed to perform an unfamiliar tune according to the note: The teacher writes examples of notes on the board. Then the melody is analyzed based on the teacher's questions and the students' answers. The analysis is based on the previously acquired musical-theoretical knowledge of the students and is carried out in accordance with their age. The teacher explains the elements that the students do not understand, and focuses the attention of the students on the main topic.

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