

PECULIARITIES OF ORGANIZATION OF MUSICAL-RHYTHMIC ACTIVITY IN MUSIC CULTURE CLASSES

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ABSTRACT

In this article, there are recommendations on how to organize the process of musical-rhythmic activity at the required level in music culture classes, and how to effectively organize this activity.

Keywords: Science of musical culture, musical-rhythmic movement activity, musical-rhythmic movements, elements of national dance, professional training, game method.

INTRODUCTION

In the organization of the educational process, including music education, it is appropriate to base the student's personal abilities, interests, inclinations, and the possibilities of his own strength on the development of his creative abilities.

In the period of intensive development, the musical and rhythmic movement activity in the lesson is as important as other types of activity in the mature and healthy development of students in all aspects. Students develop musicality, creativity and teamwork skills. Music - on the basis of rhythmic movements, skills such as listening carefully to music, performing movements through emotions, and controlling one's own movements are developed. Elementary school students have very good coordination of walking, running and jumping. Judging by their age characteristics, it can be said that they are characterized by a sense of the unity of music and movement. This quality is the basis of development of performance abilities of students in musical-rhythmic activity.

LITERATURE ANALYSIS AND METHODOLOGY

The issues of mutual dependence of music and movement have been studied in psychology, pedagogy, physiology and musicology. I. Sechenov, B. Teplov proved the positive effect of music on the general functional activity of children's organism. People like N. Aleksandrova, M. Rumer, E. Konorova, N. Vetlugina, M. Palavandishvili dealt with the development of the musical-rhythmic education system.

In addition, Emile Jacques-Dalcroze (1865-1950) is a Swiss pedagogue, composer, musician, writer and public figure, creator of the musical-rhythmic education system. In 1910, the «music and rhythm» school was founded by the «Jacques Dalcroze» institute in Geneva. Jacques-Dalcroze created a system of involvement in musical activities accompanied by musical dynamics and emotional movements and figurative content, plastic movements under music. He developed a system for developing students' improvisation and absolute hearing ability. He strove to perfectly develop the nervous system and toilet apparatus of his students so that they could have a sense of plastic rhythm. According to his theory, it is not important to explain

the rhythm to students, repeating the exercises and performing rhythmic movements while feeling the body movements without mastering the rhythm will give good results.

Later, the successors of the Jacques-Dalcroze work established the «Jacques-Dalcroze» school and «Jacques-Dalcroze» institutes in Stockholm, London, Paris, Vienna, Barcelona, and New York.

DISCUSSION AND RESULTS

Music culture lessons are the most important means of forming students' musical taste and musical outlook.

It is appropriate to plan musical-rhythmic activity in primary classes as follows.

In the 1st grade, students are focused on improving the elements of dance and physical education learned in MTT, and doing it through game methods gives good results.

In the 2nd grade, the focus is on strengthening previous skills through more complex activities. It is taught to distinguish strong and weak contributions in performing marching and dancing movements.

In the 3rd grade, students learn the skills of changing actions by listening to changes in music.

In the 4th grade, they get to know the elements of improvisation and national dance.

Due to the limited time, music-rhythmic movements can be performed in a sitting or standing position in music lessons.

In music lessons, students will be able to step, run, jump and perform some dance moves to the music.

Musical-rhythmic activity consists of three interconnected directions:

1. Provides musical development of the student.
2. Forms proper movement skills specific to music.
3. Forms the student's body movement management skills.

Taking into account the above directions, the works and actions chosen by the teacher in preparation for the lesson should directly correspond to the topic of the lesson.

Of course, the teacher should know the work and the actions by heart, during the process of applying it, he should perform the actions himself, control the actions of the students, and correct them when necessary.

In the process of performing musical and rhythmic movements, it's relevant to teacher to work with technics during the lesson, because each student will have the opportunity to control their actions. One of the main goals of musical-rhythmic activity is to be able to imagine the images given through music and to be able to show and perform their character traits in actions. This can be done using the following game method. The class is divided into three groups. The first group is called the «Bears» group, the second group is called the «Chicks» group, and the third group is called the «Rabbits» group. When the teacher T. Tashmatov's piece «Ayiqpolvonlar Bog`achi» is played, the group of «Bears» perform bear movements and stop in this position, when the tune of «Bunny» is played, the group of «Rabbits» moves and stops showing rabbit ears, A. In Mansurov's work «Yellow Chicks», the «Chicks» group moves and stops with their hands back. This game develops the skills of students to listen carefully to music and to move together as a team. At the end of the game, the teacher identifies and encourages the group that matches the music, rhythmically and clearly expresses the character. The game teaches

the student to think, to be resourceful, to think logically. If the process of learning a song is organized in lessons by connecting it with musical-rhythmic movements, the student will quickly and easily accept and memorize the song. For example: in the 1st grade, when teaching the songs «Dilorom's song» and «Childirma» by D. Omonullayeva, performing actions corresponding to the words of the work arouses great interest in children. In the fourth quarter of the 4th grade, in the activity of music literacy, when giving information about $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ scales, they clap their hands to the music in the $\frac{2}{4}$ scale in the strong part, and shake their hands in the weak part. When playing the piece in $\frac{3}{4}$ time, the students bend their legs lightly in the first and second parts, and stand up in the third part. In the $\frac{4}{4}$ time march, the students tap hard with the right foot in the first part, slowly with the left foot in the second part, harder with the right foot in the third part, and slowly with the left foot in the fourth part. Making students perform movements to music activates their sense of rhythm.

CONCLUSION

Based on the characteristics of the science of music culture, it can be said that every activity in the course of the lesson is of great importance for the student's musical literacy and his development as a well-rounded person. Of course, musical and rhythmic activity. Based on the above, we can make the following recommendations – Observance of systematization in the organization of lessons; - Conducting musical and rhythmic activities in harmony with other activities based on the themes of the quarter; - Effective use of musical and rhythmic movements for effective learning of lesson topics; - Selection of musical and rhythmic movements based on the age characteristics of students; - Study advanced pedagogical experiences and use them effectively in classes; - Taking control of students' creative formation; So, the activity of musical and rhythmic movements is an important part of the set of musical knowledge that the teacher gives to students in the lessons of music culture. Effective use of it helps to increase the effectiveness of the lesson.

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