

PREPARATION AND DESIGN OF MUSIC CULTURE LESSONS IN THE THIRD GRADE OF A GENERAL EDUCATION SCHOOL

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ABSTRACT

This article cites the development of the third grade students in their psychological - physiological character, in expanding the circle of knowledge of music and methods of developing musical abilities of students, the lesson of music culture of the 3rd grade.

Keywords. Music Culture Science, two-voice singing, listening to music, lesson development, dynamic characters.

INTRODUCTION

According to their psychological and physiological character, third-grade students are quite different from first- and second-grade students. They will have a careful accent, a strong memory, well-formed vocal apparatus, fluent speech, vocal and choral skills, and knowledge of music. Voice range of third-grade students do, - mir Nevertheless, each element of the lesson should be explained based on experiences. When creating a lesson plan for the third grade, it is especially necessary to take a creative approach, to logically connect its structure, to determine the order of works according to the possibilities of the class, to arouse the child's interest in music, to create artistic emotional experiences, and to make a plan according to the sound range. Students will learn about the vitality of music, its continuous development from simple to complex, the theory and genres, structure and essence of music, and its connection with other types of art. From musical literacy, the ability to sing note by note develops consciously. They can sing various exercises and songs by watching the teacher's hand movements and making them move their hands. It plays an important role in determining the genres of studied musical works, singing correctly in pure intonation, and artistically correct performance, expressing the content of the song.

Third graders should gradually learn to breathe properly and finish the sentence. They should be able to sing the simplest two-part works. To achieve two-part singing, you must first achieve pure intonation. This is achieved during the sound adjustment process. By first singing two-voice exercises in the width of a third, and then by singing exercises in the form of a two-beat canon, students develop their musical education and improve their listening skills. Singing a two-part composition gradually increases the students' interest.

Listening to music plays an important role in expanding students' knowledge about music and developing musical skills. In each lesson, children should be given the opportunity to express their independent opinion in determining the character, content and means of expression of the work.

In addition to live performance in music culture lessons, the teacher uses gramophone records, slides, computers, multimedia magnetic tapes, listens to music performed by a children's choir, professional artists on musical instruments, folk songs and tunes. it is possible to introduce students to the world of magical music, develop artistic taste and interest.

Below I will quote the development of the 3rd grade music culture lesson.

Topic: Dynamic characters.

The purpose of the lesson:

educational; Provide information about dynamic characters.

educational; Cultivating students' creative skills, sophistication and artistic taste, to expand the scope of thought, to our national music culture, respect for our national values, independence and foster initiative.

developing; By listening to M. Mirzaev's "Spring Waltz" tune development of students' musical ability and talent. The spiritual-aesthetic content of musical works, develop the ability to feel the rhythmometer.

Type of lesson: New knowledge provider

Lesson style: "Cluster", "Test" "Blitz survey"

Lesson equipment: piano instrument, plan, lesson plan, 3rd grade textbook, handouts, flashcards, sheet music, audio SD disk recordings.

Competence to be formed: Competence that forms artistic creativity skills. Competence of musical performance skills. Analyzing the musical text of songs and applying it in practice.

Block diagram of the lesson:

1	Organizational part: a) greeting, b) attendance is determined, c) students' readiness for the lesson is checked.	2
2	The topic is reinforced by repetition: The "Test" on the topic "Concept of alteration signs" is repeated and reinforced through "Blitz survey" questions and tasks.	7
3	New topic: Students will be introduced to dynamic characters.	10
4	Listening: Samples of M.Mirzaev's "Spring Waltz" tune will be heard using sheet music or audio CD disc recordings or a piano instrument, and a discussion will be held.	8
5	Singing as a team: studying the 1 stanza and refrain of the song "Navro'zim-shokh sozim" by N.Norho'jaev.	10
6	Music Literacy: Understanding Tonic.	3
7	End of lesson: Consolidation of the topic through tests. Homework: Make a test or puzzle on the topic.	5

O'quvchilar sinfga o'qituvchi tanlagan musiqa sadolari ostida kirib, partalariga o'tiradi.

Organizational part: Greetings, attendance is determined and students' readiness for the lesson is checked.

The topic is reinforced by repetition:

A "Blitz survey" will be conducted on the topic discussed with the class.

What are the signs of alteration?

What is diez?

What is free?

What is useless?

How many different ways are alternations spelled?

Who are the authors of the song "Nisholda"?

Test cards will be distributed to students before the "blitz survey", after the question-and-answer session, test answers will be heard.

1. What are the signs of alteration?

A) Constant return sign.

B) Speaker signs.

V) A sign of raising, lowering and canceling sounds by a semitone.

2. What is diez #?

A) The sign of raising the sound by a semitone.

B) A sign of lowering the tone by a semitone.

c) Rejection sign.

3. What is Bemol?

A) The sign of raising the tone by a semitone.

B) A sign of lowering the tone by a semitone.

C) Rejection sign.

4. What is useless?

A) The sign of raising the tone by a semitone.

B) A sign of lowering the tone by a semitone.

C) Rejection sign.

Pupils who actively participate are encouraged to go with red and green cards.

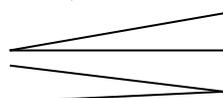
New topic description: Dynamic characters are introduced.

(Based on the information in the textbook and using handouts)

When composers create certain pieces of music, they use special symbols to show that certain parts of them are played strongly or weakly. These marks help the piece to sound nice and polished. In music, these symbols are called "Dynamic Symbols".

f (Forte);

P (piano)



- crescendo is a sign of gradually increasing the sounds;

- diminuendo - a sign of gradually decreasing sounds;

Studying the information given above as a team and strengthening it with the help of the teacher through the exchange of ideas. To form informational, social, cultural and communicative competence, that is, to teach students to work creatively in groups and teams, to cooperate. elements are formed.

A sample of M.Mirzaev's "Spring Waltz" tune is listened to during the music listening activity using SD materials or using a piano instrument. In the process of listening, students are given tasks through a number of questions: (Competence that forms artistic creativity skills)

1. Find the character of the tune?

2. Which instrument was the tune performed?

3. Determine the measure of the piece by finding the strong contributions of the melody.

4. Does the melody have aspects similar to Uzbek national melodies?

5. In what aspects is this work different or similar to the tunes you have listened to before?

6. What colors or images came to your mind while listening to the piece?

When organizing a group singing activity, it is necessary to conduct sound adjustment sessions first. Exercises can be organized on the basis of samples of children's Uzbek folk songs, or samples of tunes in the interval of a small fifth. For example:

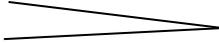
Tashkhan girl is herself, herself

At the beginning, a dose of cereal, chitti flower;

He will perform the first couplet and chorus of the song "Navro'zim shokh sozim" by N. Norkho'jaev in full and share the opinion of the students. If the students liked the chorus of the song more (because it is a bit different from the rhythmic point of view), first the chorus should be thoroughly studied, then the 1st couplet would be studied and a complete performance would be achieved. (Competence of musical performance skills; analysis and practical application of the musical text of songs)

In music literacy, we focus on the concept of the tonic and provide information about the tonic. The base and most stable sound of the tonic melody. Each song has a tonic sound. The song ends with the sound of the tonic.

Questions for reinforcement.

1. Why are dynamic signs used?
2. *f* (Forte)- what sign ;
3. *P* (piano)-what sign ;
4.  -what sign ?
5.  -what sign ?

Pupils who actively participated in the lesson and received incentive cards are identified and evaluated.

Homework Create a test or puzzle based on the topic.

In conclusion, it can be said that preparatory work for the organization of music culture lessons will not only increase the effectiveness of the lesson, but also improve the students' musical literacy and the activity of the students will be much higher.

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