

THE SIGNIFICANCE OF THE ART OF MUSIC AND THE IMPORTANT ROLE OF AESTHETIC EDUCATION

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ABSTARCT:

According to the new Concept of Music Education, the goal of music education is to bring up the younger generation at the level of a cultured person who can inherit our national musical heritage and understand and appreciate the richness of universal music. To do this, to develop the musical talent of each student, to increase their love and passion for the art of music, to form the necessary knowledge and practical skills in music, to create the necessary conditions for the musical development of gifted students - school music education is the main task of upbringing.

KEYWORDS: art of music, aesthetic education, language of music, sound.

INTRODUCTION:

Music is an art form that unites people through their experiences and emotional feelings. It becomes a means of communication between them. It is a miracle that music composed by one composer evokes different emotions in the hearts of other people. Music education is an integral part of aesthetic education. One of the leading factors in shaping a person's personality is education.

Aesthetic education, as an integral part of it, expands and deepens children's knowledge of the objective world, develops their creative abilities and talents, based on the essence of beauty, the unity of aesthetic and moral feelings, the popularization of art. and helps to inculcate in them high spiritual qualities. It is generally understood that the purpose of aesthetic education is to develop in children aesthetic

feelings and thoughts, to be able to see and enjoy beauty.

In fact, the goals and objectives of aesthetic education are not limited to this, they teach children to understand and see beauty and ugliness, ups and downs, joys and sorrows. Aesthetic education serves the establishment of universal and national values. Clearly, upbringing affects a person's mind, emotions, imagination, beliefs, worldview, behavior, and attitudes.

The language of music is understandable and close to everyone. That is why the music of all nations is attractive. Through sound, music reflects thoughts and feelings, and describes the moral issues that have plagued humanity at different stages of life. It also reflects the philosophical nature of music. Great musical works are imbued with a deep philosophical content, reflecting issues such as life and death, personality and society, goodness and oppression, power and weakness.

The endless possibilities of music's influence on the human psyche have long attracted the attention of musicologists, thinkers, and scientists. Philosophers, psychologists, educators, and public figures have tried to identify within the arts the characteristics of the art of music that influence the formation of a person as a person.

From ancient times the music, especially its components - rhythm and melody - has been thought to have an effect on a person's mood and change his inner world.

The art of music, as an important factor in aesthetic education, has a strong influence on the formation of personality. Organizing music

lessons in the family, in kindergarten, and at school is an effective way to enrich the inner world of the younger generation and to understand the art. Music expresses a person's feelings, dreams, desires in a unique artistic language and actively influences a person's emotions. Music is both a science and an art. It is based on physics and mathematics, which turn music into a science. But music is not a fixed concept of science. Because music is a living art that is constantly evolving.

The art of music accompanies a person from the earliest years of his life and makes a significant contribution to the overall cultural development. Music is a constant companion in human life. According to Stendhal, music is an art form that can penetrate deep into a person's heart and reflect his or her inner feelings. "Music is an expressive form of art. Music is also expressive. But it is not defined by the dimensions of space and material, as in architecture. Music is perceived by hearing, not by sight.

Since the theme of music has its own character and does not cover all aspects of man and reality, first of all, it represents the inner spiritual world of man, his feelings and mood ... music creates an emotional image of reality. »⁵ Music has a wide range of possibilities in expressing mood. The human mind is a complex emotion that has nothing to do with anything. Mood is generalized, from which secondary aspects are excluded, and the most important aspects that determine a person's emotional response to reality are identified. The power of music lies in the fact that it can express joy, sorrow, imagination, endurance, courage, depression, and the like in the interconnectedness of human mental states, both individually and collectively.

The "language" of music represents the integral unity of all parts, the form of the work. Form is a material expression of the content of

music. The composer's thoughts, feelings and imagination reach the audience through music. Therefore, music opens a wide way to master the "language", to understand its essence, to master the richness of ideas, feelings and experiences in music. Ancient thinkers emphasized the importance of music education for the younger generation.

The human and positive qualities of a future member of society are formed from childhood. It was during this period that music was considered a means of forming positive qualities. Music also occurs in song and dance, and later becomes an independent form of artistic creation, with a very specific artistic expression, the "language", and specially developed and selected sounds are the source of this "language".

Of course, music does not automatically determine the direction of a person's personality and positive qualities. The most important aspects of educational influence depend on the ideological content of the musical work. This defines the tasks of musical and aesthetic education. The famous Polish composer K. Shimanovsky, in his article "The educational value of music in society", speaks of the natural power of music - that it can be used in two opposite directions - to create and destroy - "by directing it to the desired work, It is necessary to use the waters of a fast-flowing river for useful and productive work, that is, to use the power of music as efficiently as to turn a mill".

The impact of music on people, their place in the spiritual life of the individual and society is a complex problem. This complexity and versatility did not come to science immediately. It is worth recalling Asafyev's words, "Music is art, science, language, and play".

This means that the role of music in the formation of children's aesthetic, musical and

personal qualities is invaluable. Music has a multifaceted effect on a person: melody and its musical expression have a profound effect on a person's emotions, evoking different emotions and creating different moods.

The lyrics and the ideological content of the song affect not only the emotions but also the minds of the listeners, making them excited and forced to think. It evokes a certain attitude in people towards the spiritual problems reflected in the play. This effect is very complex and powerful.

The theory and practice of music education is based on best practices, the content of which is based on the general laws of the art of music and is developed on the basis of programs developed on the basis of music-thematic system. It is a combination of education and provides for graduates to develop positive skills in the field of music, as well as in all disciplines, and to acquire general knowledge and skills necessary for cultural life.

The content of music education is as follows:

Primary school (grades I-IV). In primary school, the basic foundation of educational music culture is formed. But pre-school education has an independent significance as an important, responsible period of human development. Because it is a preparatory stage of primary education. Therefore, special attention will be paid to the opening of public mixed (partially paid) and private (paid) music and art groups (art, speech, ethics, science, accounting) for children who do not attend kindergartens.

Elementary school music lessons develop simple musical knowledge, understanding, and skills that meet the standards of children's mental development.

Through listening to music, singing, artistic perception through playing simple instruments, sharing impressions of music,

what they know, artistic evaluation of the work, the development of musical creativity skills, students are aroused and interested in music.

Music lessons are an equal subject in the school and are taught for two hours a week, with written assignments, grades, and mandatory and voluntary exams introduced into the school curriculum and programs.

Talented and enthusiastic students are artistically developed in optional classes, music clubs and other activities depending on their artistic needs. Necessary opportunities will be created for differentiated education of students on the way of musical development, meeting their artistic needs, positive development of gifted students.

The concept provides information on the following forms of differentiated learning.

A school (classes) for in-depth study of music will be opened; various music clubs and studios in gifted children's homes and a network of children's music schools will be expanded; Group and individual lessons on playing, dancing, singing, etc. are organized in schools with qualified specialists and necessary conditions, with the consent of parents and by the decision of the pedagogical council of the school half-paid or full-paid individual and group music lessons .

The professional qualities of a music teacher are described, and it is stated that a modern music teacher should be a scientific thinker, a martyr of advanced experience, inquisitive and creative, and strive to discover new forms and methods of music teaching. It is also emphasized that the teacher should enrich the content of music education and upbringing by connecting it with the content of other disciplines and daily life.

The advanced experience and new methods discovered by the inquisitive and creative teacher are constantly improving the music education in the school, the mainstay of

the development, the source of inspiration, the knowledgeable and experienced music teacher as an art intellectual in the school music. It is mentioned that he should be the commander of the reef affairs.

The last chapter 5 of the concept is devoted to "Scientific and methodological support of music education."

The content and methodology of music education and upbringing in general education schools will be developed based on the richness of our national musical traditions and cultural traditions. It is noted that the best practices of the fraternal and peoples of the world in this area will be taken into account. It is on this basis that the diversity of the new curricula will be achieved. In addition, a wide range of opportunities for teachers' creativity and inquisitiveness, the creation of new textbooks and manuals based on their experience, the involvement of knowledgeable scientists, experienced music teachers.

First of all, it is emphasized that measures should be taken to strengthen research, to eliminate artificiality, scientific shallowness, duplication, and distance from practice in today's scientific work. To this end, it is necessary to involve more experienced practitioners in scientific and pedagogical research, to develop and implement methodological recommendations only on the

basis of a thorough theory formed from extensive experimental practice.

Thus, the adoption of the Concept of music education in secondary schools of the Republic of Uzbekistan is one of the most important cultural and educational issues. This document outlines the prospects for the development of music education in the public education system of the Republic, raising the quality of teaching music culture, the organization of educational and musical work on the basis of the objectives of music education, professional training of music teachers. Prospects for further improvement of their work are outlined. Today, teachers of music culture, future specialists in this field, of course, diligently study the new Concept of music education in the Republic, deeply understand and grasp the essence of the chapters described in it should be applied in pedagogical activities.

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