



INTERDISCIPLINARY RELATIONS ARE A FACTOR OF KNOWLEDGE ENRICHMENT

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Annotation

The organization of lessons in music education, taking advantage of the integration of disciplines, leads to the formation of a holistic view of the world, nature and society in students with a comprehensive knowledge. The article discusses this issue.

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Interdisciplinary relations are an important factor in the implementation of interdisciplinary integration. leads to the formation of systematic knowledge, skills and competencies in birds. It also has a positive effect on the formation of a holistic view of the world, nature, society, as a result of which they develop a deeper understanding of life, a conscious worldview, artistic thinking.

Interdisciplinary communication, ie interdisciplinary connection, can serve both as a didactic principle, as well as as a didactic condition for enriching the content of education and upbringing, ensuring its effectiveness.

The importance and positive aspects of the use of interdisciplinary links in the teaching of certain disciplines is that they combine all the components of the educational process (content, forms, methods and tools) into a single goal and contribute to its effective conduct.

Implementation of interdisciplinary links, ie the organization of lessons on a particular subject in interdisciplinary links requires a great deal of ingenuity from the teacher, knowledge of the features of the connection of subjects (natural connection), the existing pedagogical conditions and opportunities (own, the class, the students) and the ways in which they are used, requires the necessary experience and preparation. Also, the purpose, objectives, and main directions of such lessons should be clearly considered.

The following main goals and objectives can be identified in the organization of lessons through interdisciplinary communication;

1. In the organization of lessons in interdisciplinary connection, the study of knowledge on the subject of the main subject in the use of knowledge, rules, information on the subject of one subject in relation to the aspects of the second subject, easy, interesting by students and should promote thorough mastery;
2. Appropriate use of knowledge, skills and competencies in other disciplines in the acquisition of knowledge, skills and competencies in one subject;
3. Explain the interrelationships of events, phenomena, processes studied by different disciplines;
4. To apply students' knowledge related to the subject of other subjects when studying a new topic;
5. To form an interest in the studied knowledge on the basis of ideological and educational features of the subject.



6. Creation of conditions for the solution of interdisciplinary points of contact, situations in the course of the lesson;

7. Pre-selection of active ways, methods, means of interdisciplinary integration, planning of their implementation and their skillful use in the classroom;

As in all natural, social sciences and humanities, there is a very wide range of interdisciplinary connections in the system of music sciences. They, in turn, provide ample opportunities for interdisciplinary classes. No science or field can develop on its own. The sciences and disciplines are always interdependent, complementary and enriching. Separating them from each other is tantamount to breaking the chain of development.

The main purpose of music education and upbringing in secondary schools is to instill in students a culture of music that is an integral and integral part of human spirituality. The realization of this noble goal requires the positive solution of many educational and pedagogical tasks in this regard.

1. To develop students' interest and love for the art of music.

2. Develop a sense of artistic creativity in the process of acquiring knowledge and practical skills and competencies in music.

3. Implementation of moral and aesthetic education through the artistic and ideological content of the studied musical works.

4. To arouse and develop in students a sense of passion and aspiration for the arts, all the subjects taught in music lessons.

The responsibility for achieving such goals and objectives lies primarily with the music teacher. Therefore, a music teacher will need to approach the lessons in a comprehensive way, not limited to the current requirements and criteria. The music teacher should be able to effectively use new pedagogical approaches, forms and methods of work, as well as best practices in teaching other subjects, to ensure the success of music lessons, to be constantly aware of innovations in education and creative research. should be. As mentioned, a music teacher is required to have in-depth knowledge and professional training in a number of disciplines related to the art of music. At the same time, a music teacher should be a good director and actor in an hour-long lesson, be well acquainted with the native language, literature, history, fine arts, mathematics, dance, and be effective and efficient. will need to be able to use.

During the one-hour lesson, the teacher introduces the children to a particular piece of music (listening activity), performs it expressively, draws students' attention to the perception of the ideological and artistic content of the work, the idea put forward. The emotional impact from the content, as a result, leads to artistic and aesthetic pleasure. From the first grade, listening to music, singing, acquiring theoretical and practical knowledge, as well as developing students' speech, developing artistic thinking, thinking skills, worldview, thereby gaining a deeper understanding of the essence of our national and spiritual values. . It is a good idea for a music teacher to approach each lesson with these goals and objectives in mind and to focus on the following:

- To be constantly researching, using new methods and tools in the organization and organization of music lessons;



- Recognize the connection between life and art, as well as interdisciplinary, in terms of the content and meaning of music lessons, and be able to explain it with concrete examples;
- Appropriate use of practical knowledge, understanding, examples, tools to explain the connection of music lessons with many arts and disciplines;

- To be able to demonstrate in practice that the art of music can manifest itself in all spheres of life of society, as all disciplines are aimed at knowing the essence of life, the laws of its development;

Successful implementation of these goals and objectives requires the teacher to seriously prepare for each lesson, to work tirelessly, to establish close cooperation with teachers of other subjects, to work based on their experience and achievements. will not be without benefits.

Read more fiction, go to theaters, museums, organize excursions, direct in preparation for cultural events, write screenplays, be familiar with the art of choreography, master the skills of public speaking, acting, conducting provides ample opportunities for the teacher to organize music lessons in interdisciplinary connections and connections.

According to its specific features, music education is based on the native language, literature, history, mathematics, pedagogy, psychology, physical culture, public speaking, directing, acting, vocal performance of music, music teaching methods. related to sciences such as. This is:

- The organization of meaningful and effective music lessons, taking into account its specific and interdisciplinary features;
- The specifics of music lessons and their connection with other disciplines should be taken into account in its planning;
- Indicates that the music teacher should take a creative approach to each lesson, creatively collaborate with other science teachers, and use their support in their place.

It is well known that the knowledge, skills and abilities acquired in music lessons are mainly applied to listening to music, singing in a choir (group) and music literacy activities. It develops students' theoretical and practical understanding and artistic comprehension skills in the process of listening to and analyzing musical works of different styles, genres and forms, singing vocals and choral songs. The teacher teaches the students to understand the artistic content and features of the works. It is natural that in the lessons, along with national songs, modern, classical and maqom music should be organized with information about the structure, originality, means of expression and interesting organization of the content of the lesson in conjunction with other disciplines. reaches The expected goal is to enrich and increase the effectiveness of the education mechanism to ensure that students have a deep and conscious understanding of the knowledge and concepts provided.

For example, in musical works, especially vocal works, the importance of the word, that is, the poetic text, is enormous. The poetic text reflects the ideological and artistic content of the work. In folk songs, classical and maqom songs, which have been passed down from generation to generation for centuries, human qualities such as honesty, justice, honesty, purity, unconditional respect for parents, the Motherland, loyalty, courage, patriotism it is sung and glorified, and its vices are condemned. These, in turn, have a great natural effect. The art of the national psyche is expressed in folk (folklore) songs, created by the talents of the people, which have become the property of the people or are associated



with various customs, rituals and traditions. Listening to such songs, the teacher's knowledge of folk music, the use of the necessary resources (folklore, art history, scientific sources on the implementation of aesthetic education through folk music, research) is important.

Most of the classical songs (grades 6-7 materials on classical, maqom, local styles) are based on the ghazals of classical literature. The presence of other peoples' words and terms in the text of such songs, which are not used in speech today, makes it necessary to seriously study the text. The presence of analogies, comparisons, allegories, moods, image qualities, and names in poetic texts makes it difficult for students to understand them. In this case, the use of native language, literature and history teachers is very effective. Any piece of music has an educational value, regardless of whether it belongs to folk art, classical or maqom, epic songs, or modern. When such works are listened to or sung in class, it takes in-depth knowledge to convey the full content of the poetic text to the students. In particular, the meaning of the many words in the songs, lapars, yallas, allas, epic songs, which are sung by classical poets in their poems and ghazals, typical of various local musical styles of our republic, require explanation and interpretation. . At the same time, students will be interested in the topic of native language and literature, planning independent assignments, the work of some poets and writers, the plot of folk epics.

It is known that in the primary grades the attention of students is not very stable. Psychologically and physiologically, they are quick-witted, easily bored, and more prone to play. This is accompanied by marching and polka music, beautiful dance moves, which raise the spirits of children. They are refreshed again and attend class in a good mood. In this case, the psychological approach and influence on students, the use of elements of movement and play in the science of physical culture give good results.

Writing music notes, dividing and counting notes into syllables, measuring, tempo, explaining them by connecting them to mathematical concepts, simple addition, subtraction, multiplication, division It is possible. This can lead to some changes in students' attitudes toward mathematics.

In the transfer of knowledge and understanding of music literacy, the connection of information about sound, strength, pitch, loudness, timbre with the laws of physics and the use of practical examples means that they are firmly rooted in the memory of students. ensures the quality and effectiveness of the lesson.

The same can be said about the role of graphic representations, notes, and drawings in the expression of symbols.

As a logical conclusion of these ideas, it should be noted that the lessons of music culture taught in secondary schools, due to their specific nature and nature, are interrelated with a number of sciences and arts and the general laws of the system of structure. embodies Therefore, the rational and appropriate use of interdisciplinary components in the organization of music lessons and their high quality and success ensures the content of the lesson. In this process, each type of music lesson activity is focused on a specific "one lesson", a separate topic and an hour-long lesson, and the end result is a positive impact on students' learning of other subjects, their attitude to science. should lead to changes.



As a music lesson is an art lesson, it is important that every musical activity used in it serves as a factor for new research, methods tested in practice, aimed at a specific pedagogical goal and to achieve it. All this, in turn, involves the development of students as musical, aesthetic, moral and spiritually mature individuals.

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