



## FORMING A MUSICAL TASTE AND MUSICAL CULTURE IN STUDENTS

Shaimkulova (Rahmonova) Go'zal  
Student of the Gulistan  
State University, The Faculty of Art.  
gozalrahmonova8@gmail.com

### Annotation

This article gives different ideas and analogies about the formation of musical taste and its importance in our lives. The formation of talent and musical taste is compared by simple mathematical operations. For a secondary school music teacher, the goal of a 7-year music lesson, created in the 1980s, is the opinion of mature educators to set a 7-year course for themselves.

**Keywords:** music taste, music lesson, music literacy, education, music teacher, talent, qualified teacher.

### Introduction

Proper style, purpose, and lessons learned can be a stepping stone. Students only climb this ladder (D. Kabalevsky).

The upbringing of the younger generation has been the most urgent, the most important and the most difficult task in the past, now and in the future. According to psychologists, there are as many characters in the world as there are people. In fact, when we look at the people around us, there are similarities in appearance and behavior, but no one is exactly the same. Therefore, in the upbringing of every child, everyone should be brought up in different ways. We can discipline a person by threatening someone and speaking kindly to someone. And to find such methods, a person must have enough knowledge and experience

Every science teacher also needs to recognize the talents of their students in a timely manner, work with them individually, and further develop their talents with additional assignments. It is precisely because of the use of practice in the field of music that the teacher plays an important role in the education of the student. For the student to be perfectly educated, he or she will first need a qualified teacher and process (skills). If a gifted student in the field of music is educated by an unqualified teacher, knowledge may not grow in the best direction, and worst of all, due to the teacher's ignorance, the student may be improperly educated and the musical taste may not even form. A student who is educated by a knowledgeable and qualified teacher will be well-educated and literate, but it will be difficult for him to achieve a high level. The reason is that in the process of lack of talent, it is more difficult to reach the highest level.

I will explain my thoughts above using the simplest mathematical numbers and operations:

1 - Talented student or knowledgeable teacher,

0 - untalented student or unqualified teacher.

$1 + 0 = 1$



1 + 1 = 2

It is through these activities that the role of the teacher and the student in the proper upbringing of the student becomes clear. This means that both the teacher and the student have the same role in the education of the student.

Here are the thoughts of Dmitry Kabalevsky, a Russian composer, pianist, conductor and educator: "First of all, the purpose of teaching music should not be to acquire knowledge and skills, but to form a real musical taste and culture in students".

Each topic in the science should be linked to the previous and next topics to create a single system, and the study of a new topic should include an understanding of all previous topics.

The formation of a musical culture is a very complex process, and it takes a well-chosen style of upbringing and a certain period of time to shape it and achieve an adequate result. The development of musical taste and culture should begin at an early age. If a child learns to listen to low-level songs in infancy, it will be difficult for him to form his musical tastes and culture properly as he grows up. It is not for nothing that our wise people say, "Learning does not disappoint."

Depending on the behavior of the children, the teacher should teach the lesson using methods that are appropriate for each student. Every year, the teacher has to find completely new methods to cultivate students' musical culture and taste, and create thematic sequences, that is, thematic principles that make up the program. If a teacher loves his profession and takes his profession seriously, he will definitely be able to fulfill these tasks.

In music education institutions and secondary schools, each academic term must have its own theme, direction and purpose. Because these topics reveal the basics of the art of music.

As I mentioned above, every teacher should set a goal for the school year. I will now refer to an example for grades 1-7 that a high school teacher created for himself in the 80s of the last century for all grades: "... I cover key topics in the classroom. Grade 1 is called the Three Whales (because I have included in this class the 3 main types of democratic and common music, namely, song, dance, and march). "What Does Music Say", "Whales Meet" and "Musical Speech". Grade 2 singing, dancing and marching are now evolving into singing, dancing and marching. "Intonation", "Music Development" and "Music Form". The 3rd grade program is called "Folk Music". This class program defines how important the music of my people is among other nations and other folk music among my people. "There are no borders between nations" It is very easy to understand the problem of multi-ethnicity. High school science program topics are naturally growing. Grade 4 music lessons examine students' connections between music, literature, and live paintings. In Grade 5, the topics are "The Power of Music" and "What is the Power of Music". Grade 6 music lessons focus on fine musical imagery and musical drama (development). In Grade 7, "Music and Time" should be the topic of shaping the observation and analysis of different aspects of music. From now on, the topics of this class will be taught based on the knowledge and 6 years of experience in the entire music course (grades 1-7)."

This is a rare example for today's teachers. Based on this example, it would be great if every music teacher could lead the teaching process with such a plan and goal in mind. As we can see, this model includes topics on patriotism and all aspects of music.



Every musician is heartbroken when they hear that music is a holiday. The reason is that if someone hits the ground without knowing the field in which you work, it will definitely affect you badly. That's why we need to shape the ability of musicians to differentiate between light music and classical music that people relax in. If we can't do that, then we musicians don't seem to be doing anything in public. We can use light music to relax, but can we dance to our national treasures or to rare samples of world-famous composers like I.S. Bach, V.A. Mozart and L.V. Beethoven? What for? The reason is that such rare samples are not composed in the form of dancing light-wind music. They are classical works based on a certain structure and musical formulas. In order for our people to be able to distinguish between the two aspects of such music, our people must have a high level of musical culture and musical taste. The taste of music should be developed from an early age.

In order to address these problems, to implement various measures for the formation of musical culture and musical taste in the younger generation, President Islam Karimov issued a decree on February 2, 2022 No. PQ-112 "On additional measures for further development of culture and arts." on measures". According to this decision, from the 2022-2023 academic year, to increase the musical knowledge and skills of students in educational institutions, to form in their hearts a love for our national culture, to identify and nurture young talents. It is planned to take certain measures to support the project. The most pressing issue in this decision is that secondary school students must be able to play at least one Uzbek folk instrument, and a secondary school music teacher must be able to play at least three instruments freely.

Through this decision of our wise president, he wants to form a musical taste and musical culture. Analyzing this decision, I realized that as a result of learning to play one of the Uzbek folk instruments, the student will gradually develop a musical taste.

## References

1. Muhammedova G. Dutor – Tashkent: People's Heritage, 2003. Pages 5-9.
2. Rakhimjanov B. Dutar ensemble – Tashkent: G. Gulom, 2002. Pages 4-8.
3. Kasimov O. Dutor songs – Tashkent: Teacher, 1978. Pages 3-4.
4. Akmaljonova M. Dutor orchestra – Tashkent: G. Gulom, 2004. Pages 4-10.
5. Toshpolatova I. Traditional dutar performance – Tashkent: Methodology and Information Center, 2004. Pages 3-14.
6. Muhammedova G. Dutor's textbook – Tashkent: Teacher, 2005. Pages 4-15.
7. Ergashev M. Bouquet of Hearts – Tashkent: Methodology and Information Center, 2005. Pages 3-10.
8. Yunusov U. Performance on folk instruments – Tashkent: Music, 2021. Pages 3-22.
9. Kabalevsky D. Nurturing the mind and heart – Moscow: Enlightenment, 1984. Pages 180-183.
10. Rasultoev J. Uzbek dutar performance – Tashkent: Teacher, 1997. Pages 3-86.