

Teaching Folklore Songs Bukhara Children in Continuous Education as a Dolzarb Methodological Problem

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ABSTRACT

The article describes the effectiveness of the teaching process, the methods and techniques used to teach Uzbek music and folk songs in music culture classes, to determine the characteristics of students, the purposeful study of various musical genres used in songs. Achieving the educational value, spiritual and moral feelings, attitudes and beliefs given to students through, the work done to determine the level of formation of students through the teaching of songs in music lessons, the scope, level, content of education that can be provided to students through the teaching of children's folk songs and identifying opportunities is a matter of how to plan.

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In its essence, the national idea and ideology embodies our spiritual and cultural heritage, our national values. Cultural and spiritual heritage is a priceless treasure created by our ancestors. Its use in the upbringing of the younger generation, thereby educating them in the spirit of love for the motherland, history, language, culture, customs and traditions of our people, is one of the most important tasks for the education system.

The Uzbek folk music heritage includes the spiritual world of adults and young children, as well as children's folk music and children's songs. Such songs are characterized by the unique expression of children's lives, psyche, various children's games, stories, animals and plants related to natural phenomena. Children's songs, like the popular forms of folk music, have an artistic and ideological content, and the text is characterized by a simple, extremely compact, playful and dance character.

Teaching Bukhara children's folk songs, melodies and light sayings in the primary grades of secondary schools, which are more child-centered and play-related, plays an important role in shaping the national basis of music education. Thus, the purposeful use of Bukhara children's folk songs in music lessons as part of the national musical heritage of our people, the application of their methods of performance, taking into account its purpose and dialectal meaning, is a unique pedagogical approach of each music teacher. , knowledge requires skills and abilities.

We know that the Republic of Uzbekistan is divided into five local styles: Bukhara-Samarkand, Kashkadarya-Surkhandarya, Fergana-Tashkent, Khorezm and Karakalpak oasis. These oases differ in their customs, traditions, wedding ceremonies, songs, and style of performance.

For example, Bukhara children's folk songs, unlike other oases, are performed mainly in two languages

(Uzbek and Tajik) with their playful and funny jokes, dances, riddles, chistons (what is it?).

Example of Bukhara children's folk songs:

1. Song Bobojon
2. The song is ahu-ahu
3. Folk dance Chain boftem
4. Humorous song CHi guym shudas
5. Song The Goat
6. Folk game Sandurchayi box
7. Song Wow
8. Song lapar Solinav Muborak
9. Singing Dupar newspaper
10. Song list Uchturbachamon.

Babajon's song

The children see their grandfather in the distance, approach him, greet him, and then ask him to tell them a story. Grandpa refuses, and they can hardly persuade him to tell a story.

Naqarot

Bobo bobo peshtar bet,
Damo yaktet ushug gued
Bobo-bobo bobochae
Falak-falak zomichae.
Nukra-nukra namakdone.
Tillo –tillo so‘zandone.

Naqarot

Bobo bobo peshtar bet,
Damo yaktet ushug gued
Kashvak- kashvaki surxane
Da poyga – poyga moname
Salli-Sali simobine
Da buxcha-buxcha moname.

Naqarot

Bobo bobo peshtar bet,
Damo yaktet ushug gued

Hamma Bobojon ertak aytib bering.

That's how games and songs are played and connected. Introducing primary school students to folk music and, in particular, Bukhara children's folklore to a satisfactory level requires, first of all, music teachers' dedication to their profession, deep love for folk music and a high level of professionalism. does. It is worth noting that the effective implementation of Bukhara children's folk songs in the classroom, in turn, positively solves a number of tasks. So, the creation of pedagogical and methodological system of musical culture, spiritual and artistic aesthetic education of students through Bukhara children's folk songs, the study of existing experience, the activities of folklore and ethnographic ensembles operating in

different regions. strengthening the national foundations of music education can be achieved by collecting, summarizing and applying to the educational process samples of Bukhara children's folklore from their repertoire.

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