

## MUSICAL LITERACY IS A FACTOR OF FORMATION OF CULTURAL FUNDAMENTALS IN PRIMARY SCHOOL STUDENTS

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The development of students' musical literacy is an important task of a music teacher, as a result of the great care and attention paid by the government to the issues of music education and the desire to fulfill a responsible task. .

The teacher must be a talented, knowledgeable, skilled, experienced educator with in-depth knowledge and skills in music theory and practice, vocal, choir, instrumentation, conducting, and theory.

The teacher's organizational skills are also important in getting the music literacy right from the start and making it a success.

In addition to the mentioned professional qualities, the teacher should be well aware of the rich experience and advanced methods in the field of music pedagogy, and be able to communicate well with children and mobilize them to work towards a common goal. is an important factor.

The expected results can be achieved only if the lessons of music culture are conducted in a clear, scientific, effective, visual, demonstrative, technical way. It is desirable that its work be carried out in a planned, systematic way, based on the principle of simplicity and complexity.

As the teacher develops students' musical literacy skills, he or she sets himself or herself an educational goal. They determine the scope of musical knowledge to be studied, the form and methods of teaching.

Based on observations and experiences, we have identified the following of the musical literacy skills that should be developed in students based on the primary school music culture textbook:

In Grade 1, students will be able to pronounce sounds correctly, distinguish between doira and drum national instruments, understand the pitch of sounds, and note the shape of whole notes, half notes, quarter notes, and half notes. to know the length, the key of the violin, its location in the path of the note, to have an understanding of the professional activities of the poet, composer, singer and musician, to have the names of seven sounds, to be able to sing in their sequence caught.

In the 2nd grade, students should know the type of solo and vocal performance, the rules of expression of the beat line on the note path, the tonic, the beat line, the reprise, the major and minor vocalizations.

In Grade 3, students will be able to measure two-quarters and three-quarters, conduct movements, differentiate pauses, know the concepts of tone, half-tone, dynamic symbols, major and minor triads, sing the vowel according to the note. , to be able to distinguish them according to the tone of the fret, to identify them according to the tone of the songs being sung, to know the signs of alteration (diez, bemol, bekar).

In the 4th grade, students have an understanding of song, simple musical forms, the ability to distinguish between busy forms, the ability to distinguish between stringed, tambourine and percussion words from Uzbek folk instruments, the difference between folk dances, the given melody. to be able to read the names of notes in the passages, to have an understanding of the tone of the major, to be able to put the notes on the given note path according to the measure of the beat.

The teacher should be able to further develop students' musical literacy skills by increasing their participation in musical activities and involving them in the classroom.



The content of music education in the primary grades should be aimed at increasing students' musical literacy, activating their activities, achieving interdependence and ensuring the integrity of the lesson. Importantly, the formation of musical literacy competencies in primary school students should be based on the principle of simple to complex, by teaching them logical thinking.

It is important to create a creative and comfortable psychological environment in the classroom during the lesson. Getting your music up and running is a matter of creative discipline. Effective results can be achieved through well-planned training, professional and pedagogical skills, personal example and good attitude. A teacher's clear plan, program, and strict discipline and pedagogical management are not only the process of achieving the educational goal, but also the process of artistic and aesthetic education of students.

The educational work is aimed at strengthening the musical-theoretical knowledge and vocal-choral and performance skills of art-loving students. Students should not think that their music is just about learning to sing as a group. Therefore, the teacher should pay special attention to the educational work of the classroom, explaining the theoretical concepts of music and mastering the methods of its practical application.

It was noted that in the lessons the teacher combines theoretical and practical knowledge of "Music Literacy", the concepts of music literacy, solfeggio, music theory and history, aimed at strengthening and supplementing the concepts. Giving without it gives good results. Early childhood education in the primary grades focuses on developing children's basic understanding of music theory, ie musical literacy skills.

It is well known that the understanding of a piece of music begins with music literacy and is based on these concepts. No matter what activities are taught in music culture classes, it is important to use literacy skills. The aim of the teacher's literacy work is to develop students' theoretical knowledge of music literacy, correct, resonant sound, and pure intonation of interval chords during singing.

It is worthwhile to focus on the following points. Including:

- work on important theoretical elements of music, mastering the means of musical and artistic expression;
- to develop and develop the skills of proper breathing, singing and listening, following the theoretical concepts of music.
- to perform musical activities for students, taking into account the essence of alteration and dynamic symbols, uniting them into a single educational goal. Achieving expressive singing and emotional comprehension.

Creating important elements of musical literacy requires musical interest and attention. For example, in the process of singing, the role of musical literacy in the acquisition of vocal-choral technique breathing, its smooth, economical use, sound formation, retention, dynamics, intonation, diction.

No matter what activities are used in the classroom, a complete educational goal cannot be achieved unless the technology of musical literacy is well mastered. Therefore, it is important to develop musical literacy and culture during the training. Here are some key aspects of musical literacy:

Music in secondary schools, especially in the primary grades

The main purpose of education is to instill in students a musical culture, an aesthetic outlook. Here are some things to keep in mind:

- Singing, listening to musical works, the formation of ideological beliefs in the student through the necessary information; to carry out moral education, to develop social activity, perception, feeling, comprehension of art, to develop aesthetic and musical taste, to strengthen artistic thinking, scope of thought;



- Music is more effective than music in the classroom

to give ample space for use, comparison, analysis, and to ensure that students perform each task of musical literacy in a way that is beautiful, beautiful, and artistically effective;

- A song on various topics with primary school students,

Theoretical knowledge and skills of musical literacy should be applied in the study of melodies.

- In working with the works of Uzbek composers, focusing on the concepts of national characteristics of the character of the work, the Uzbek national musical traditions are the main source for the work of composers, these traditions are the highest expression of the people's thoughts and dreams. to give theoretical insights that works are examples of artistic riches.

Another important task of the teacher is to instill in students an interest in music lessons and an interest in music literacy in their performance.

We believe that the following guidelines should be used to provide students with specific knowledge, skills, and competencies in music literacy:

1. Practice musical literacy as students listen to or sing a piece of music with interest and emotion;
2. The need for musical knowledge to sing a song, to play musical instruments;
3. Approach from the point of view of musical literacy in developing the skills of working on the artistic performance of the work;
4. Work on the level of musical literacy in the study of musical works, the places of imperfection in the study of musical works;
5. Tune - to achieve the performance of songs in accordance with their content, musical decoration in the process of performance, relying on musical theoretical knowledge and applying it in practice to achieve dynamic diversity;
6. Focus on musical literacy while singing and playing;
7. Have a specific musical literacy experience appropriate to your style of performance.

Students with such a pool of skills and competencies have the opportunity to develop a taste for music.

Thus, the correct formation of these skills and competencies depends in many ways on the fact that music lessons are based on the principles of consistency, structure, continuity, science, effective use of theoretical knowledge, skills, pedagogical skills and best practices of the teacher will be. Every teacher and educator should strive to develop in students the ability to appreciate works of aesthetic value, to evaluate them appropriately, to form the basis of their musical literacy culture based on the recognized criteria.

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