

STUDENTS THROUGH MUSIC WAYS TO BE INTERESTED IN THE PROFESSION

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Abstract: Music education for students in general secondary schools takes place not only in the classroom, but also in various extracurricular activities. There are several forms of music education. These include vocal choirs, music clubs, dance clubs, instrumental ensembles, and more. Classroom and extracurricular music education serve a single purpose. That is, to teach students a culture that is unique to the art of music, one of the highest levels of human spirituality.

Key words: interest, affection, taste, activity, need, knowledge, skill, creativity, emotion, artistic-ideological, means, moral-aesthetic, upbringing, passion, formation.

The music culture program, developed on the basis of state educational standards, aims to achieve such a lofty goal. The program requires students to have knowledge of the following tasks. The first is that students have an interest and love for the art of music. Second - the development of musical taste and the need for musical activities. Third - the formation of a range of knowledge and skills about music. Fourth, the development of artistic creativity in the process of musical activity. Fifth is the correct upbringing of moral and aesthetic aspects through the artistic and ideological content of the studied works. Sixth is the correct formation of passion for the profession and work in music lessons and extracurricular music education.

Although one of these tasks is inseparable from the other, it is important to instill in the student a love for the profession. Because the psychological qualities of labor education and upbringing, the educational role of labor, the acquisition of a profession is a human factor, and therefore the interest of students in relation to labor, including the profession, has its own characteristics. The glory of professional work is also reflected in the art of music, because the melody expressed by sounds and the body in which it is embodied can be harmonized. From this point of view, the program of music culture includes a number of songs glorifying the profession and work. For example, T. Ilhom's poem, F. Nazarov's music "Pakhtaoy", N. Norkhojaye's music "Children wearing doppi", T. Ilhom's poem, F. Nazarov's music "Pakhtaoy's holiday", I. Muslim's poem, I. Akbarov's music "We are picking", P. Momin's poem, N. Norkhojaye's music "Oltin pakhtam oppogim", P. Momin's poem, M. Burkhonov's music "Achil pakhtajon", R. Tolib's poem "D. Omonullayeva's music "Nisholda", O. Kochkorbekov's poem, F. Music by Nazarov, "My Lambs", poem by Kambar Ota, music by A. Mansurov, "Song of the Infantry", poem by P. Momin, music by N. Norkhodjaye, "In reading, in work", I. Thank you, N. songs like "I'm a soldier" and "Flowers made me laugh".

Of course, these songs can help students develop an interest in different professions and trades. Because the original content and essence, ideological and artistic features of these songs are focused on certain aspects of career choice and work. It is no coincidence that the composers tried to understand the ideological direction and artistic value of the poems, as well as to form a suitable musical language. The fact that any musical work has a real musical language and the correct form of expression in the musical language increases the artistic value of the work, and the reader sings such songs with great interest. Most importantly, by understanding the content of the song, you will gain an understanding of the specifics of the profession and a particular process of labor.

Qualities such as the pitch, length, dynamic color, and speed of musical sounds in songs that reflect professional ideas and content are shaped by composers and composers in such a way that they express the language in which the work can be spoken. The expressed instruments are performed with the help of musical instruments, which ensure the stability of the harmony of verse and melody. When a word is combined with a musical tone to form an artistic image, various aspects and processes of the profession or occupation create a certain image and encourage the student to develop an interest in the profession or many types of work. The subtleties of musical-artistic language, that is, the length, rhythmic structure, size, and speed with which a musical melody must be expressed in its own language in order to combine it with words to form a certain image. No piece of music comes naturally. In particular, musical works that reflect the characteristics of the profession and labor are formed by someone's labor. This means that any piece of music has a history of creation, and its creator follows the theory of music, and the level of the language of music can be verified by the work of the performer, who enriches the meaning of the artistic word with its intrinsic properties.

As a result of the teacher's understanding of this artistic image, the impact of the song increases. Once the student is able to understand the melody correctly, he or she will begin to pay attention to the lyrical part. Each word attracts the reader's attention, and the reader gradually understands the meaning and character of the word. Let's say the song is dedicated to a profession. Take, for example, the song "Children in Doppies." As the name of the song suggests, it is aimed at glorifying our national culture, traditions, art, as well as our doppia, which belongs to our national culture. While the teacher informs the students about this song, first of all, he organizes a story about our national doppia in order to form the students' interest in the profession. The content of a story can range from a long history to the present day. It tells about the fact that our ancestors, our great ancestors, great scholars, great poets, poets wore skullcaps on their heads centuries ago, and beautiful, patterned skullcaps were made by craftsmen in this field.

He emphasizes that Doppini has not lost its status to this day, noting that there are several species. He tries to explain that each type of doppi is different, that there are differences in patterns, and that there are significant differences in sewing. In our opinion, it would be appropriate to explain to students the ideological and artistic content of the song "Doppt tikdim ipaklari tillodan", which is often played on national radio and television.

It is clear from the poetic text that the doppi is created beautifully and beautifully by someone's labor. Of course, the beauty and elegance of the Uzbek doppia depends on the specifics of the national handicraft, as well as the skill of the craftsman. The teacher explains that as he reads the text of the poem, it harmonizes with the tone of the word and conveys a different meaning. In this way, the teacher can inform the students about the historical process of the song that can be taught in class and the story and conversation that reflects the poet's and the composer's inner feelings in this song.

Conclusion

When it comes to analyzing the song "Children Wearing Doppies" that should be taught in class, firstly, the essence of the song is to develop students' singing skills and vocal choir skills, and secondly, it is great for every child to wear a Doppi. It means our Uzbekness, our identity. Because the Uzbek doppi differs from the hats of other nations by its compactness, beauty and charm. Singing the song beautifully and beautifully in all respects develops the student's interest to a certain extent and creates a desire to sew a doppia. This quality is important in the composition of our girls.

Thus, the potential for students to develop an interest in the profession through music, including song, is enormous. Due to the unique nature of music, it actively influences the student and helps him to realize his inner feelings and dreams.

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