

Formation of Music Listening Skills for Students in Secondary Schools

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ABSTRACT

The article states that it is necessary to organize a music that is suitable for young people, beautiful in its structure, content, high ideas, reflecting the past and the future. Therefore, the process of listening to music in music lessons plays an important role in the life of children's musical activities as a guiding and pedagogical purposeful, artistic and moral education tool.

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Children are constantly acquainted with music in the family, through radio, television, as well as in theaters, concerts and other public places, which means that the amount of music that children listen to during the week is several times more than one hour a week. But we have to keep in mind that not all of the music they listen to is age-appropriate for children, and that they may not always perceive music artistically and purposefully. It is known that every activity in the process of training, whether it is singing, music literacy or listening to music, is aimed at educating a well-rounded person.

One of the peculiarities of music culture lessons is that it covers many activities of music education. Among these activities, choral singing and listening to music play a leading role in shaping children's musical tastes. Children's musical tastes are also formed in the process of singing - singing, accompaniment on musical instruments, rhythmic movements under the music. To inspire children to love music, it is important to love the music they are listening to. This character is realized only through a work of high artistic and aesthetic level. When a person listens to a good song from a skilled performer, he is impressed by the musical work.

How listeners perceive a song, how much they are affected by it, the effect of a piece of music on the feelings and consciousness of the listener depends on how the music sounds, how well the musician or singer performs the piece. But that alone is not enough to listen to music. When listeners have an idea about the creators and authors of music, the period, shape, type, size, rhythm, etc. of the work, they fully understand the content of the work, as well as the work has a positive effect on inner feelings and experiences. forms.

Fulfilling the above-mentioned conditions for listening to music puts great tasks before the music director. Before announcing the musical work, the music director conducts a short conversation with the children on this topic and in the conversation tells the children about the content and character of the

work, the authors of the work. According to E. Gorskaya, a conversation before listening to music prepares students to understand the work mentally. A conversation about the genre of the work, the history of its creation, its creators, the idea in the work will give students the opportunity to listen to this work.

In the process of listening to a song, a conversation about the period in which it was created, about the life and work of the composer, about the historical events associated with the song or melody is a very important process in understanding music.

While expressing these thoughts, E. Gorskaya quotes a number of songs and melodies on various topics. He also cites examples from the introductory conversations that take place before each melody and song is played - listened to. Students should be given an understanding of the underlying reality, feelings, and thoughts that underlie each piece of music, based on their life experiences. In the implementation of musical education, children should be taught not only to perform a piece of music, but also to understand music emotionally and spiritually. Basically, children hear music while singing. As a rule, the music director gives the children a performance of the song himself before the performance. This makes it very rare for children to hear and understand music. To do this, the music director must first teach the children to listen to more complex melodies and songs than the songs they sing. That is why the music director himself is required to be able to play music and sing at a high level. Unfortunately, not all music leaders at the moment have such an opportunity.

However, a methodologically skilled music director can organize children's listening to music in a high emotional state using a variety of technical means, audio tapes, music centers and computers, which means that modern music culture is designed to help children understand the true meaning of music. must be able to make effective use of existing technical and visual weapons. However, it should be borne in mind that the musical work performed by the music director himself is more impressive to children than the work heard on a tape recorder. Of course, if the music director plays the piece of music first and then puts it on the tape recorder, the result will be high.

The main tasks of listening to music in primary school include two main areas:

1. Acquaintance with works of different content and by different authors, accumulation of musical resources.
2. Mastering musical terms and concepts, basic knowledge about the means of expression of basic music, the elements of a musical work. In the methodologically correct organization of lessons in the system of music education, the work listened to in the lessons should be based on the theme of the quarter in terms of musical structure, artistic and ideological content. The process of listening to music can be divided into the following stages:
 - a. Introductory speech of the music director about the work to be listened to (in this case, the music director tells the children about the authors of the musical work, the history of the work).
 - b. Listening to a piece performed by a music director or tape recorder.
 - c. Simple musical and artistic-ideological analysis of the listened work through conversation.
 - d. Listening to the musical work as a whole and making a final conclusion about the general impressions of children about the work.

Following the above steps, if we listen to the musical works of different character, which are related to the life of children in terms of subject matter, and have a brief information about the life and work of the composers who created these works - we will achieve the intended goal. In this way, children will have the following skills and abilities in the music section of the lesson:

- Listen to the music carefully and silently.
- Understand the content and nature of the work when listening to a piece of music;
- have a simple understanding of the means of expression of music, genres (song, dance, march), timbre;

- to be able to hear and distinguish the voices of men, women, children and mixed choirs, soloists;
- Distinguish national musical instruments, types of orchestras, musical genres, etc.

Experiments show that children give good results when they express their impressions of the works they listen to by drawing. The music director will be able to assess the level of thinking, perception, thinking, consciousness of children based on the results of their visual activities.

In conclusion, one of the most important conditions for listening to music is that there should be peace in the group while listening to a piece of music. Learning to listen to music attentively, in silence, begins at a young age and develops into a highly cultured person as a child grows up. Repetition is a very important condition for improving skills and competencies in any field. Listening to a piece of music over and over again, even when listening to music, allows you to better understand and master that piece of music. One of the most important requirements is that the child should be able to express their impressions about the work they have listened to.

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