



## **TEACHING CREATIVE ACTIVITY OF SINGING IN MUSIC EDUCATION**

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### **Abstract:**

In the process of learning to sing a song to children, it is necessary to perform a number of activities before and during the singing of a certain song. To form initial impressions about the song. You will have information about the importance of the correct implementation of the method of re-singing exercises in the formation of singing skills.

**Keywords:** national style, performance, uzbek song, song, traditional, sound.

In the process of learning to sing to children, the teacher has a favorable situation to convey his knowledge to them, and the most important thing is that the teacher prepares the children for the correct perception of music at a high level. In the implementation of the activity, attention, attention and emotional uplift will help. The sciences of pedagogy and psychology emphasize that these things are directly related to all types of creativity development, moreover, it is impossible to imagine without them in the entire learning process. One of the main ways to strengthen and develop memory in music lessons is that teachers often repeat small and short singing exercises and then expand and strengthen these exercises. It is necessary to introduce them in such a way that they do not get bored of the teacher's constant demands, if the teacher can understand his memory, the effectiveness of the process of formation of singing skills begins to increase. To achieve this result, serious responsibility is required from the teacher. If they are in an upbeat mood, their ability to work will be activated. Thus, a deep emotional state will appear in the child's perception of music. This situation leads to the formation of positive results in the process of singing. Before and during the singing of a certain song, it is necessary to perform several tasks. Analyzing the musical language of the piece.

Dividing the song into small pieces and processing it separately. Processing the work several times. Singing the musical artistic image of the work to the singer. He should sing the song expressively accompanied by a certain musical instrument. Now, in order to determine in what style the work should be taught to children, the teacher asks the children about the appropriateness of the musical range of the musical sounds in the song to the children's age. Gives a brief analysis as an answer. Processing the song into small pieces should increase while preserving the identity between them.

Children can sing the small pieces again and sing the song from the beginning to the end after hearing it clearly.



While singing the whole song, the children start trying to hear each other, following the teacher's performance. The teacher divides the children into two or three groups and sings them in turn. In the question-and-answer method, the level of singing of each group is determined and evaluated by the teacher. is done. These tasks cannot be carried out without the formation of the teachers' scope of knowledge, i.e. the culture of singing. Because artistically expressive singing in the choir requires a complex range of singing skills from each student. determines the importance.

Perfect knowledge of singing skills is the main factor that ensures the deep feeling of musical artistic image of young performers in the process of aesthetic education. The formation of singing skills in children indicates that one of the main conditions of full musical education is being fulfilled.

The process of formation of singing skills depends on the characteristics and singing ability of each of the children.

Because the child's attitude towards music and singing at school affects the formation of his singing skills and the quality of the educational results. The process of formation of singing skills does not take place in the same way. This process is carried out in the appropriate direction subject to certain laws. We will consider the development of the formation of singing skills in primary grades in three stages as follows:

1. To learn simple elementary singing;
2. To strengthen and develop these simple exercises;
3. Effective use of acquired singing skills

From the first stage of formation, children are taught to sing. Try to sing as clean, pure and expressive as possible, even if it is in a small range: ensure that the mouth and jaws move correctly when singing, learn to sing softly, improve the pronunciation of singing by making the timbre of the voice brighter will have to go.

In the implementation of the first stage, it is important for the music teacher to achieve these skills in order to ensure their interdependence. In this case, the teacher should often replace the singing activity with the listening activity so that the children's vocal cords are not strained and their voices are not tired.

In the second stage, positive changes occur in all aspects of the main singing skills. They occur as follows. Freedom is created in the airways, voice timbre brightens, and the methods of voice formation are normalized. When singing, the correct movement of the mouth and jaws improves a little, timbre and the ability to hear music develop.

Simple exercises can be strengthened. Pupils also master the rules of the chord. This can also be connected with the process of music literacy.

At the last stage, singing skills are developed at an advanced level. The pure and expressive tone, the strengthening of the voice formation method, the further increase in the quality of the voice timbre, the significant expansion of the voice range, the correct and full formation of singing and breathing are important factors for the third stage.



At this stage children will have a deep sense of music and will be able to sing correctly. At this stage, the teacher can directly use the exercises involving large jumps of sounds. In this period, there is an interrelationship between different singing skills. For example, the level of development of musical hearing affects the quality of voice timbre, the method of sound generation and other skills. The teacher's strong control over correct breathing while singing leads to the improvement and effectiveness of expressiveness, timbre and all other singing skills in singing.

Teaching singing skills in students has its own difficulties. Children are not yet able to fully analyze the given work. They cannot use the results obtained in the first exercise in the following exercises: they cannot fully see the connection between singing skills. proper evaluation is important. It is important to perform the method of re-singing exercises appropriately in the formation of singing skills. There are two conditions of the re-singing method:

A student should have a thorough knowledge of what he can do and what he can achieve while singing.

The student should know what he has achieved, what the results of each exercise were, what mistakes were made, and the next exercises should be aimed at eliminating these mistakes.

For the first condition to be properly fulfilled, the teacher should pay attention to the dependence of the process of music literacy and the logical compatibility of the two activities. The successful re-singing of the second condition depends on whether the exercise is aimed at a certain goal. In this case, the teacher should analyze the re-singing exercise with the children in time.

In order to implement the above mentioned three stages in the formation of singing skills, music teachers are recommended to conduct the following activities;

- a) students' achievement of sense of harmony;
- b) Taking into account the individual characteristics of each student;
- s) use of national musical instruments as much as possible;
- d) attract unsatisfied students to music clubs during class.

In order for a music student to learn children's ability to feel the melody, it is necessary to study their preschool education. the ability to perform is different. The exercises are divided into three groups depending on their ability, starting from three to four lessons. While singing the small exercises, it will be possible to identify and study the individual musical abilities of the children.

Here, the individual characteristic of each pupil is meant, such as the attitude of the student to music, the singing position of the vocal cords, the way of breathing, and the expression of pronunciation.

The direct influence of national musical instruments on the positive formation of singing skills is important. However, it cannot be denied that European musical instruments also play an important role in this process.



There are not many musical instruments in all the higher education schools of our republic. In the music classes of many schools, Uzbek national musical instruments such as circle, drum, gijjak, tanbur, flute are used less. The importance of national instruments is perfect It increases their interest in knowing and learning. So, if these musical instruments are used more, the result of the process of formation of singing skills would be more effective.

During the 45-minute lesson, some teachers are not satisfied with singing. Such students should be involved in the "singing ensemble" or, if not, the "choir" in time. This is a step forward for the development of singing skills. It will be a step. These works will definitely have a positive effect on the students who cannot understand well in the next lessons.

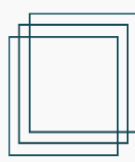
In the organization of creative activity in music, the lessons of modern music culture can be considered an artistic-pedagogical work, because the teacher creates it based on his individual creativity and experience. the purpose, goals and tasks, forms, methodical methods and technologies to develop students' interest in music, to inculcate in them the spiritual theme of musical art and culture, to understand modern musical and creative activities - all this belongs to the creative sphere of the teacher. .

When organizing a creative activity in music, the teacher determines the purpose, task, theme, type and forms of teaching, musical activities and the necessary methods, technologies and methods for instilling them in the students, and then creates the scenario of the lesson. Each type of activity: playing music, singing in a group, reading music, rhythmic movements, accompanying a musical instrument, games are connected and integrated. it should be. Various technologies, tools, methods and ways are used to actively participate students in the lesson.

It is known that any pedagogical technology in the organization of creative activity in music is based on educational principles that develop a new project of education and should be directed to the personality of the student. The teacher and the student, the student cooperation, mutual communication, mutual influence of students and teachers should be organized on the basis of modern requirements. In such a process, the skills of working in cooperation with students are formed. In contrast to the methodical development of the educational process, which is aimed at the active and effective activity of the student in the organization of creative activities in music, the pedagogical technology of education is focused on students, as well as , taking into account their personal and joint activity with the teacher, creates conditions for mastering the educational material.

The choice of the type of pedagogical technology depends on the level of knowledge and skills to be mastered in the lessons and training.

There are many methods that are used to organize creative activities in music during the teaching process.



These methods are designed for the age characteristics of students, mass teaching or individual teaching. 2nd grade taking into account that students are more playful in nature, "game lessons" can be used to make them more interested in the lesson. When organizing a creative activity in music, it is necessary to explain its essence based on children's knowledge and life experiences in the implementation of each element of the lesson.

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