

FORMATION OF STUDENTS' AESTHETIC TASTE THROUGH MUSIC

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Abstract

One of the important features of the art of music is that it does not have the image of an object, typical of sculpture and painting, or the "portraits" typical of prose and poetry. Music expresses human emotions, experiences, and psyche.

Key words

Music art, sculpture, painting, image, prose, poetry, portraits, local emotions, experiences, spirituality.

In addition to interesting and correct organization of lessons, taking into account the interests of students is one of the important pedagogical factors. Accordingly, creating a situation that interests, attracts and motivates students is the most necessary condition for developing aesthetic feelings in them. However, the students' emotions and feelings occur when they directly perform familiar tunes and songs. The main factor is to try to make students aware of their emotions, to teach them to think independently, to evaluate, and to make full use of the available opportunities for this.

Art is one of the most important and priority criteria determining the level of socio-economic, spiritual-educational development of a particular country, society, as an integral part of any national culture according to its nature and social content [1]. Art is an inexhaustible source of aesthetic education, because it is a completely and directly aesthetic world, a fascinating world that conquers the human heart and mind with infinite power.

Education of musical-aesthetic culture, aesthetic feeling, skills, as well as artistic taste of students has a special place in the wide-scale educational work carried out in general education schools.

The concept of aesthetic culture includes aesthetic consciousness, artistic taste and aesthetic conditions and education that manifest aesthetic taste in the process of various activities. The aesthetic culture of a person - this aesthetic consciousness expresses a set of thinking, worldview, high spiritual and moral qualities. Therefore, it always develops in connection with the education of emotional feelings, aesthetic understanding, aesthetic taste, aesthetic needs.

Music culture classes of general education schools require long-term systematic and well-planned pedagogical activities, such as the formation of students' artistic taste and musical perception skills, and the implementation of any other educational tasks.

It is difficult to imagine the musical-artistic and aesthetic taste of elementary school students in school as a clear example of artistic-aesthetic imagination, worldview, thinking, ability to evaluate, formed according to certain criteria, and such evaluation is wrong. Musical perception, thinking and artistic-aesthetic taste of children of this age are not yet at the level of reasonable thinking.

Students come to school with different levels of musical preparation. Because of this, bringing their musical hearing, listening and singing skills to a stable level requires a lot of work and effort from teachers. In this process, students' musical-aesthetic taste is still at an abstract level. You can be sure of this from the very first questions asked to them. For example, "What (what) song do you like?", "What songs about the motherland do you know?", "Who sings the music of the National Anthem of the Republic of Uzbekistan?" wrote?", "Which Uzbek folk songs do you know?" it will be difficult to get answers to such questions. In the third and fourth grades, students are asked to sing and listen to the works recommended to which genre this song or melody belongs, who created it, its

ideological and artistic content, whether it is a product of folk music or a composer's work, some aspects of the composer's work. they will be able to talk about.

Every student is influenced by different musical tones every day. At every moment of life, people come across songs of different genres and styles. But only a certain part of them will be popularized and recognized as good songs (art). Or on the contrary, low-quality music and clips downloaded by some older children, teenagers, students, recorded on CDs, belonging to foreign nations, created in imitation of them, can also leave their mark on the mind of a young child.

Here is a list of urgent tasks for music teachers to give students ample space for conversations, stories, and explanations about our national music, high examples of creativity, the best and classic works of our country and abroad during music lessons. must Therefore, when choosing a repertoire for elementary school students, they should not forget these aspects.

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