



## The Role Of National Music In The Popularization Of Musicology

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Article History	Annotation.
Received: Revised: Accepted:	<i>This article analyzes the role of national music in popularizing musicology. based on the conclusions drawn, proposals were developed.</i>
<b>CC License</b> CC-BY-NC-SA 4.0	<b>Keywords:</b> musical art, artistic means, creativity, verse, melody, spiritual, style, medium.

From the day of independence of our motherland, the importance of updating the spiritual and spiritual world of our people has risen to the level of Public Policy. The decision of the president of the Republic of Uzbekistan on "further development of the art of status in Uzbekistan, the study and restoration of performance and creative schools and traditions formed in this regard, the heritage of great composers, musicians and musicians on a deep scientific basis", deep scientific study of the masterpiece of national status, wide promotion of experiences in this regard, Due to the thanks of the opportunities and conditions created, we must develop technologies aimed at structuring the competence of the future music teacher in the process of teaching traditional singing science.

Today, secondary education there is every opportunity for students of makhtab to master their qualifications in the process of teaching music. And the main role in this process, of course, is played by a music teacher. The musical MTA'lim has its own characteristics, and the present day is a music that keeps pace with the Times. special knowledge acquired by their teachers, high professional skills, general culture, ideological and moral qualities, is being implemented as a factor in the solution of economic and social problems.

In the 21st century, a sharp increase in the scope of Information Communication, the growth of human spiritual extinction will bring young teacher's teaching and upbringing tasks to a new level. Because, not only the content of education, but also the content of education, the organization of educational work of students, the culture of students, the demand for its ways and forms is growing. In the lessons of music culture, a comprehensive, systematic approach to educational tasks, the introduction of actively scientifically based methods and tools for organizing educational work will provide an opportunity to deepen the interaction between economic, social and educational activities in the future. There is a certain degree of difficulty in carrying out the tasks of educating and educating the harmonious generation with the versatility of their spiritual interests and the growing generation. The main reason for this is that the demand increases not only for the number of Organization of educational work, but also for the content, style and form of it.

The younger generation requires the study of the analysis of the classical musical work, which has earned the relevance of the present to the educational and educational significance of classical music. In this process, of course, the inheritance left by the mentors, preferred to work based on their experience. It is then that the School will further develop the ability endowed by nature in the student, giving him Polish. The topic is about the importance of developing technologies aimed at structuring the creative competence of the future music teacher in the process of teaching the subject "history of music".

Music teaching methodology-explores ways to form a musical culture by targeting a child's personality through the medium of musical art. The methodology of teaching music sets out ways to carry out the process of musical education using didactic and private principles, methods, tools and techniques, and to solve its general and private tasks. Common tasks include the power of educational influence of music, the cultivation of Love, need

for music in educators, the organization of the process of listening to music, the formation of a musical culture and other issues.

Methodology for teaching music arts subjects pedagogy psychology is inextricably linked with the fields of Sciences. This gives the opportunity to determine the tasks facing society in our modern life, the requirements for educational institutions and teachers, the age characteristics of those who receive education, the goals and objectives of musical education, to determine the prospect of their development.

The methodology also relies on psychology to solve the problems it faces. For example, in order to develop musical perception, creative and musical abilities, a person must have knowledge of the laws of the psyche, consciousness, thinking, memory, imagination, knowledge of its manifestations, stages of development, musical abilities, concepts of what human activity is. -Methodology for teaching music arts subjects relies on the fields of musicology science and music performance as well as pedagogy and psychology to effectively solve the complex and multifaceted goals of general education and the tasks of music education. The content of the musical historical and theoretical disciplines of the science of musicology helps educators to find ways to convey the characteristics of musical art, to them to reflect life in musical images, to explain the importance of musical means of expression, to identify methods and technologies of artistic analysis of musical works, to professionally improve. The history of music, the development of the main ways, styles and genres, the knowledge of the specific path of creativity of major composers will become the basis for educating the musical taste of educators, forming professional competencies and expanding their worldview.

The main concepts of the subject of the British unit methodology of musical arts are "discipline-education" - "development" and their O. zaro bog liq. Upbringing-education in pedagogy is understood as the development of physical, spiritual forces of children, adolescents, young people, the formation of their worldview. The fact that music reflects life, is connected with life, its dependence on the life views of the music artist, performer and listener makes music a means of upbringing. In the process of musical education, the Student finds moral, mental, aesthetic physical qualities.

Education is the process of mastering the complex of knowledge. In particular, musical education is the process of teaching students to various musical activities, giving musical imagination, knowledge, skills and skills, and the assimilation of this knowledge by students. Development-improvement from the most simple, simple manifestations of musicality to complex ones. In other words, the process of growth and formation of musical abilities generates development. The work of providing musical education to students, their upbringing and development in integrity are the most important laws of music pedagogy. The principle (principles) of teaching music is the set of requirements for the musical educational process.

The methodology of teaching music as a pedagogical subject is subject to its general laws and is based on universal principles:

- educational education;
- science, systematicity and consistency;
- ease of musical material and age-appropriate education;
- exhibitionism;
- strength of imagination, knowledge, skills and skills;
- activity, independence of musical activity of the educational institution;
- the connection of musical education with life.

These principles define all educational components - the content, methods of the lesson, the basic requirements and directions in the structure of the lesson, which are carried out by teachers and students. In parallel, the methodology of teaching music also promotes its own private principles. Of these, we will consider: the principles of the unity of emotionality and awareness and the unity of artistry and technique. The principle of unity of emotionality and awareness. The need for this principle arises from the peculiarity of the art of music and its perception. The development of the perception of music requires the understanding of the emotional impressions received from it, its means of expression. The conscious perception of the emotional impact obtained from listening to a musical work helps to understand its content, to accumulate musical experience in students. It enriches students' thoughts, experiences, emotions, enhances the influence of music.

The application of this principle in the teaching of music cultivates in students the ability to evaluate the perceived work and, on this basis, their interest, musical taste, need.

The masterpieces of music created by our people, every second - in upbringing, in labor, in social relations, to some extent find their self-sacrifice. National music teaches the perception and appreciation of the surrounding phenomena of beauty, arming with subtle taste and hur thought, expanding the spiritual world. Therefore, it was not for nothing that music was a philosophy without language.

The increase in the education of music in the maturation of the individual is of course directly related to the methodology of Education. The methodology of musical education has its own independent place, belonging to the system as a science. This science studies its laws in order to further improve the content, methods of the methodology of musical education. The methodology of musical education relies on the generalized experiences of sophistication, musicological physiology, spiritualism in educational institutions.

The methodology of music education is especially inextricably linked with the disciplines of sophistication musicology. If the name of sophistication forms the basis of its methodology, it directly affects the content and methods of upbringing.

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