

GLOBALLASHUV SHAROITIDA UMUMTA'LIM MAKTABLARIDA XALQ MUSIQA SAN'ATINI O'RGANISH VA MILLIY QADRIYATLARINI TAKOMILLASHTIRISH YO'LLARI

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Annotatsiya: Maqolada globallashuv sharoitida umumta'lim maktablarida xalq musiqasini o'rganish va milliy qadriyatlarni takomillashtirish yo'llari haqida ma'lumotlar berilgan. Musiqa fanini o'qitishning uslub va uslubiyati haqida ham so'z boradi. O'quvchilarning bilimlarini baholash mezonlari va o'qituvchining pedagogik faoliyatini shakllantirish omillari ko'rsatib berilgan.

Kalit so'zlar: Globalizatsiya, o'qituvchi, o'quvchi, kuy, qushiq, san'at, musiqa idrok, musiqa madaniyat, badiiy asar.

ПУТИ ИЗУЧЕНИЯ НАРОДНОГО МУЗЫКАЛЬНОГО ИСКУССТВА И СОВЕРШЕНСТВОВАНИЯ НАЦИОНАЛЬНЫХ ЦЕННОСТЕЙ В ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛАХ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ

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Аннотация: В статье представлена информация о путях изучения народной музыки и совершенствования национальных ценностей в общеобразовательных школах в условиях глобализации. Также обсуждаются методы и методика преподавания музыки. Показаны критерии оценки знаний учащихся и факторы формирования педагогической деятельности учителя.

Ключевые слова: Глобализация, учитель, ученик, мелодия, песня, искусство, музыкальное восприятие, музыкальная культура, произведение искусства.

WAYS OF STUDYING FOLK MUSICAL ART AND IMPROVING NATIONAL VALUES IN GENERAL EDUCATION SCHOOLS IN THE CONTEXT OF GLOBALIZATION

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Abstract: The article provides information on the ways of studying folk music and improving national values in general education schools under the conditions of globalization. Methods and methodology of teaching music are also discussed. The criteria for assessing students' knowledge and the factors for shaping a teacher's pedagogical activity are presented.

Key words: Globalization, teacher, student, melody, song, art, musical perception, musical culture, work of art.

The long-term observations of researchers, pedagogical scholars, experienced teachers, and mentors in the context of globalization, scientific research, and the process of practical training demonstrate the crucial importance of a music teacher's achievements and shortcomings in educational work, primarily the extent to which the conducted lesson or event is ingrained in students' consciousness and emotions, and the level of development of their knowledge, skills, and abilities.

Achieving such clarity allows for predicting how the teacher will implement their plans to understand the impact of the given knowledge or recommendations on students.

In music culture lessons, the level of development of students' national values through music[3], in particular through folk songs, the songs studied or the works listened to, is determined not by the scope of the program or the variety of lesson topics, but by a number of other important factors indicating the level of upbringing:

Firstly, the main and reliable indicators of students' level of development of national values are their understanding of folklore works (knowledge of the poetic and musical text of the work), the ability to express the ideas given in the work, the reasons for its historical emergence and the people's traditions and customs associated with it, knowledge of the order of its singing or performance, knowledge of national values by analyzing its content, and the ability to draw correct conclusions.

Secondly, students' knowledge of national values cannot be assessed only by their good grades or ability to sing folk songs well. Because some students who have an understanding of folk values, customs, and traditions, who can sing songs

corresponding to them, may not actively participate in public affairs and various events held in school life, and may not be able to apply the logical conclusions derived from folk songs in their lives.

Thirdly, the degree of perfection of students' national qualities is determined through scientifically and objectively based diagnostic "sections." Such sections, that is, logical checks conducted in a certain part of the academic year, should include important parameters that reveal the process of the student's cognition of national values. This includes students' understanding of national values, the motive for their actions (what the goal is pursued), the beneficial side of the action for society, its role in the development of the student's personality, and others.

Fourthly, the complexity of determining the national maturity of students lies in the fact that in most scientific works written on the topic, only national upbringing is considered.

Based on documents such as the Law "On Education" [2], "National Program for Personnel Training," which serve as a program for all subjects in determining the maturity of students' knowledge of national values, as well as the views expressed by the first President of the Republic of Uzbekistan I.A. Karimov on the spiritual education of youth [1], we tried to identify the main factors that cause it based on the study of the parameters and level of students' national education and expressed opinions about their level of perfection.

The level of upbringing of students through the development of national values is clearly manifested in the following qualities of students:

- interest and purposeful aspiration;
- activity;
- emotional perception;
- analytical creativity;
- independent creativity;
- possessing broad erudition (education) intellect.

Naturally, the scope of opportunities for primary school students is limited compared to middle and upper grades, and it is incorrect to set the same requirements for all of them. It is even assumed that the requirements for each class will be different.

In achieving the development of national values by students, we considered it necessary to rely on the following methods.

1. To develop national values in students of grades I-VII through folk songs, first of all, it is necessary to analyze the content of music lessons, textbooks and programs, and use all available opportunities. This involves thoroughly studying students' musical abilities, interests, and worldviews, taking into account their age characteristics.

2. Determine the creative environment created for students in the family through answers to the questionnaire questions given to parents, conversations.

3. When analyzing a work of art, determine the place of folk songs in folk traditions and rituals and determine the national characteristics of the work and the events held through conversations or questions and answers.

4. Conducting conversations, questions and answers in the process of music culture lessons in order to form students' knowledge, understanding, interests, and needs about national values.

5. Identifying the national aspects of works through expressive reading, analytical perception, aesthetic conversations, various movements, studying by roles, dance elements, etc., effective use of modern pedagogical technologies.

6. Determine the list of works to be studied for conducting experimental work.

7. Develop questionnaire questions for each grade based on the curriculum to assess acquired knowledge.

8. Establish criteria indicating the level of education in the development of national values and determine their three levels.

9. Determining the level of students' knowledge based on established criteria and calculating the difference between them. In this example, by studying musical heritage, we believe that musical genres, coaching, performing skills, as well as innovative qualities, serve as the main factor in the formation of pedagogical activity of future music teachers. [4]

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