

## **IMPORTANT PRINCIPLES OF VOTING IN SENIOR CLASSES OF UNIVERSAL SCHOOLS**

*Khasanova Kamola*

*Fergana State University Fergana State University*

*Faculty of Pedagogy-Psychology*

*and Art History*

*"Music education" direction*

*2nd stage student*

**Abstract:** This article discusses the important principles of establishing voices in the upper grades of secondary schools.

**Keywords:** music, style, method, principle, range, culture, exercise, lyric, resonator, sound, mutation, unison.

The role and importance of music lessons in secondary schools is incomparable. Because every celebration and event at school does not take place without music. Several state programs are being developed for the development of national music and its smooth delivery to the next generation. Also, on February 2, 2022, the decision of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev "On additional measures for the further development of the sphere of culture and art" was approved.<sup>1</sup>Based on this decision, every general education student must learn from our national musical instruments. In the elementary grades, the student only gets to experience music, and in the 5th grade, the basic education stage begins. In the 5th grade, students have changed a lot psychologically. Their life experiences are enriched, and the views of the scientific world are formed during the study of concrete sciences. As thinking progressed somewhat, verbal rather than visual cognitive abilities began to develop. Accordingly, the studied works become more and more serious in terms of genre, size and artistic content. The vocal range (Do-Mi) is developed to a certain extent. 5th grade students improve vocal-choir skills acquired in lower grades, these skills ensure correct and effective singing, help to improve and maintain children's voices. As a vocal-choir exercise, it is appropriate to sing excerpts from folk tunes and songs, and with this tool, to inculcate the features of national music into children's personality.

The teacher should sing the song expressively and develop students' musical learning skills:

1. Achieving pure unison
2. Complete understanding of a musical phrase from beginning to end,

---

<sup>1</sup>Sh.M. Mirziyoyev 112-PQ.02.02.2022.

3. Should have the ability to look at the note.

From the second half of the school year, it is finally simple it is advisable to start with exercises, song refrains, tunes that can be used for singing. Even the simplest and most complex exercises should be learned and sung mainly by solfeggio, because in this process the names of the notes and the position of the pitch are also understood. Before starting to sing in two voices, it is necessary to determine the name of the notes and the pitch of the sound by showing them on the classroom board or posters, and then sing aloud several times. Initially, melodic intervals such as major thirds, pure fourths, pure fifths, and major sixths can form the basis for exercises. Because these intervals are easy to sing and easy for students to remember. Intervals should not be sung only in two voices, but should be performed for listening, and it should be assigned to identify the upper and lower sounds in them. Such questions strengthen students' harmonic study, a sense of conscious mastery of intervals appears. To sing two-part songs, starting with small canons and moving to larger-scale unaccompanied (acapella) pieces, students develop their ability to listen carefully to each other and sing. When choosing two-part songs, works with a two-part element and smaller volumes are desirable. The tone of each voice should be clear and independent. It is especially important that the lower voice should be juicy, pleasant, well remembered. The range of voice parts, sexta septima, is especially suitable for singing songs that do not exceed the size of octaves.<sup>2</sup>

Songs written at a moderate tempo are beneficial and easy to sing. Two-part songs should be light and easy to imitate. The teaching of Uzbek folk songs by the teacher in two parts and reworking will develop students' pronunciation intonation and memory. When singing two voices, one voice is stretched and the second voice moves, which also improves children's hearing skills. Later, it will be possible to sing the voices in the same direction in parallel, the voices in the opposite direction, and in various complicated positions. It is not necessary to divide children's voices into treble and alto for singing in two voices in a music class, but it can be approximate. Because when singing the second and third voices, the children's musical learning grows more. That's why it is necessary to sing alternately the voices. For this, of course, first, pure unison is achieved. Then, it is absorbed into two-voice works. It is appropriate to teach two-voice songs, since the voices of fifth-grade children have developed louder vocal apparatuses, have acquired skills and competences.

5th grade students in the educational process - Uzbek folk musical orchestra, choral symphony orchestra, vocal-symphonic works, stage music works, dance art, musical drama and comedies, opera art , it is desirable to have knowledge about the opera genre in Uzbek music. In general, the music literacy class should have a more educational function. Therefore, every new term, concept or theoretical element related to musical literacy should be used in the practice of all types of musical activities and enrich the scope of the student's musical knowledge. This plays a key role in the development of the student's musical literacy.

In the fifth grade, the theme of the year's music lessons is: "Compositional musicgenre."

---

<sup>2</sup>Saipova D. Improving the process of mastering musical and musical-theoretical knowledge. - Tashkent, 2005. Page 38

I-quarter: "Orchestra of Uzbek folk instruments. Choral art"

II quarter: "Symphonic orchestra. Vocal-symphonic genres in music"

III quarter: "Stage music works." Ballet and dance art. With music  
drama and comedy"

IV quarter: "Opera art. Uzbek music opera genre"

In the fifth grade, the main goal of the lesson is to determine the level of preparation and knowledge acquired by the students in elementary grades, and to learn music. It consists of getting interested in classes and club activities.

As you can see from the above, each lesson is complex it will be possible to study according to the requirements of the new program only with this approach. In it, every piece of music and content introduced in the program will be accessible only if it originates from the theme of the quarter and obeys it. Therefore, none of the musical activities practiced in the lesson can artificially become an independent element or part of the lesson.

In the 6th grade, the period of adolescence begins for students, and they are seriously interested in the laws of nature and life. Active psychological and physiological changes occur in the body. His height increases, his voice changes, his interest in science, his ability to think independently, his abilities develop. As a result, the brain does not get enough nutrients, and fatigue occurs. During this period, the teacher is required to treat them seriously and kindly, to have a friendly conversation.

1. Constantly through all the activities of the lesson

to develop students' musical talent.

2. Vocal - developing choir skills, singing as a single team, two voices

teaching to sing

3. Development of musical perception and the structure, form, tone of works,

authors, teaching to think about tempo and aesthetic pleasure

to develop memory, speech, worldview.

4. Music literacy, simple music terms and the essence of terms

knowing in music practice and singing in every piece of music.

Singing one- and two-part chants in the following ranges:

First voice Do1 Mi 2 (Fa 2), second voice Si minor (Lya minor) Do2(Re 2)special vocal exercises for the development of music education, voice maintenance and vocal-choir skills, that is,

singing between three-tone, low-level or high-level sounds and its parts of the fifth or octave scale, mainly in unison or saying passages from spoons and "regulating the voice" is of great importance. The skill of singing according to the note is also developed through practice. 3-6 minutes are allocated in each lesson for this type of exercises. Making students musically literate is strongly linked to singing in a choir. The task of making children literate in music is to teach them to understand and understand the musical tone of a song, to say the words of a song correctly, based on the development of a music reader. All the theoretical information given in the field of music is reinforced in the process of singing and practicing according to the note.

Excerpts from works in the process of teaching singing and listening to music Children are interested in adjusting their voices while singing. It is necessary to explain the execution methods in detail. Active participation of children in the analysis of works is in line with the goal. Children should have a clear understanding that each nation has its own national art, that music is an artistic reflection of each historical period. On this basis, a brief history of Uzbek music can be shown by comparing musical instruments and Uzbek folk music genres, statuses, classic songs, and modern songs.

For example: "Shoshmaqom" is a symbol of the ancient brotherhood of the Tajik and Uzbek peoples, that many of their musical instruments are the same and can be used by other peoples, it is necessary to introduce and compare them with compositions based on folk music and modern music.

Analyzing musical works by introducing measures, chords, tones and semitones, alteration signs, dynamic signs, intervals, reprises from musical literacy gives a good result. Based on the new program, the theme of the quarter theme and the theme of the lesson are connected with each other. Theme of the year in the sixth grade: "Classical music"

I-quarter: "Information about classical music"

II quarter: "Modern music and its main features"

III quarter: "Classical music of the peoples of the East"

IV quarter: "Introduction to European classical music"

Voice exercises are of great importance in the formation of students' voices. Students' voice training is done with different voice training exercises. The most common of these are vocalizers, which can be of great help when used to establish student voices. For example,



1

Ф. Абт

Moderato  
*mp*

Ми ре до ре ми фа ми

Piano  
*mp*

*p*

соль ля си ля соль фа соль

Pno.

соль ля си до си ля соль фа ми

Pno.

ми ре ми фа соль соль фа ми ре до.

Pno.



Mashq 1

Adagio

The musical score for 'Mashq 1' is presented in two systems. The first system contains measures 1 through 7, and the second system contains measures 8 through 14. The music is written for a single melodic line and a piano accompaniment. The key signature has two flats (B-flat and E-flat). The tempo is marked 'Adagio'. The score features a mix of eighth and quarter notes, with some measures containing rests. The piano accompaniment consists of chords and single notes, providing a harmonic foundation for the melody.



## MASHQ 2





2

Ф. Абт

*Moderato*  
*mp*

Фа соль ля си си ля соль фа

*Piano*

*p*

ми фа ми ре до ре ми фа

*Pno.*

фа соль ля си си до си ля соль

*p*

фа соль фа ми фа ми ре ми ре до ре до си.

*Pno.*

*p*





Mashq 3

*p* *p* *p* *p*

P. Viardo-Garsia



**Mashq 4**

The image displays a musical score for a piece titled "Mashq 4". It is arranged in two systems. The first system covers measures 13 to 16, and the second system covers measures 17 to 20. Each system consists of a vocal line (treble clef) and a piano accompaniment (grand staff). The piano accompaniment includes a right-hand part with flowing sixteenth-note patterns and a left-hand part with chords and rhythmic accompaniment. A dynamic marking of *p* (piano) is present in the first system. The key signature is one flat (B-flat major or D minor), and the time signature is common time (C).

The main goal of music lessons in general education schools is to teach students the ability to study music based on the laws of beauty and to develop musical culture in them. This goal is to develop musical-artistic taste and moral aesthetic feelings in students before the teacher; development of creative abilities; to increase their interest in the art of music and artistic enthusiasm in their musical activities; forming a culture of music literacy; sets a number of tasks, such as creating an understanding that music is an expression of time, life, human feelings and hopes.

After all, music expresses people's lives, their feelings and desires in a unique artistic language and actively affects people's emotions. In a word, the art of music studies, describes and expresses life. For this reason, music serves as an effective tool in improving their spiritual, ideological and moral world in all aspects, perfecting noble qualities in students by educating aesthetic feelings.

Realization of these higher goals and tasks - looking at music science as a cultural and moral development factor of the society, relying on the creativity of teachers in solving the subject problems, improving the music teaching methodology based on the best experiences and complex scientific-methodical researches are required.

With the honor of independence, important political and social changes will take place in the Republic of Uzbekistan in the following years. In particular, the Law "On Education" was adopted and a 9-year general secondary education system was introduced. Based on the principles of democratization of education, individualization, consideration of regional characteristics, a new teaching concept was developed for all educational subjects, including the subject of music. These conditions were also reflected in this program, which was reworked from the point of view of the priority of national music.

In particular, the main points of the new program are determined by the following: first of all, the specific topics of the lessons, which help to understand the specific essence of music in the lesson, are derived from the main topics determined for each quarter. Secondly, listening to music, singing and music literacy activities are not considered as an independent part of the lesson, but as musical activities that reveal the topic of the lesson. Thirdly, in order to make the subject of the lesson interesting and improve the effectiveness of education, dance and musical-rhythmic movements, accompaniment to music on clappers and children's musical instruments - rattle, circle, song, etc., and music creativity new music activities are used. Due to the presence of game features at the core of these activities, they arouse great interest in students.

Therefore, all musical activities used in training serve as an integral part of the subject of the lesson and a logical organic source. In this regard, the subject "Music culture" is a complex (integral line mixed) subject of the lesson type, and the following musical activities are logically connected: music perception (listening), singing, musical literacy, dance and rhythmic movements, clapping and playing instruments, creating music, etc. Music perception, playing in class activities, music creativity, etc. Music perception plays an important role as a leading activity in the classroom. It takes place in two cases.

In the first case, a known work is listened to and perceived, and its artistic aspects are described in a simple musical pedagogical way related to the subject of the lesson. By listening, one acquires certain knowledge about the understanding and conscious perception of the work, the musical features of the work (genre, structure, means of expression, performance) and artistic content.

In the second case, musical works are studied first by listening, and then by singing this or that situation more, the features of its artistic content are expressed in practical activities. For example, the song to be learned is first listened to once or twice by the teacher or through a magnetic tape, a conversation is made about the features of the piece, and then the study begins. Dance music is first listened to, after the melodic descriptions are understood, the expression of dance movements is learned. Often, the piece is studied for several activities (listening, singing, dance movements, etc.). This method of training provides an opportunity for a thorough study of the work and at the same time for the development of complex skills. In a music lesson, all activities are logically interconnected on the basis of a certain topic, as a result, a logical unity of the lesson is created. Music literacy is important as an activity that theoretically unites all activities. No matter which activity (listening, singing, dancing, etc.) is used in the lesson, the work used in its practice is studied and new concepts are formed about its features (genre,

structure, performance, etc.).

Therefore, in the activity of music literacy, the main attention is paid to forming a set of general musical knowledge concepts of students, musical forms, genres, instrumental performance, folk and compositional music, their differences, local styles of national music, classical music, notation, etc.

**REFERENCES:**

1. Sh.M. Mirziyoyev 112-PQ.02.02.2022.
2. Saipova D. Improving the process of mastering musical and musical-theoretical knowledge. - Tashkent, 2005. Page 38