

OPPORTUNITIES FOR INTERDISCIPLINARY INTEGRATION IN MUSIC EDUCATION

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ABSTRACT: The use of opportunities for interdisciplinary integration in music education is a didactic factor in enriching the content of education, ensuring its effectiveness.

KEY WORDS: Integration, music education, upbringing, efficiency, didactic factor, knowledge, skill, maliaka.

INTRODUCTION

The “organizational structure of music culture lessons in secondary schools requires that students participate not as passive participants, but as active participants in direct educational tasks, and that the lessons are naturally based on several disciplines. The knowledge, skills and professional training and experience of the teacher in several areas of music play a crucial role in ensuring that the lessons are held at the level of the program requirements . Therefore, it is natural that any musician or "non-pedagogue" with a "narrow" specialization in music can not pass music lessons methodically and pedagogically.

The foundation of music education is laid in secondary schools, that is, during this period, students gain a general understanding and knowledge of music and musical theoretical knowledge. Because music education in secondary schools does not involve the training of "musicians". During the seven-year study, students learn the most basic, basic rules of music theory, written in different genres and styles of music, songs of different character, performance traditions, classical and maqom works, as well as , contemporary composers, samples of fraternal peoples and foreign music, the greatest representatives of the world music art will get acquainted, at least in part, with their creativity and activity. In this activity, along with their musical culture, musical thinking, worldview, moral and aesthetic perfection are formed. It is in this process that the quality of education, its interesting and methodologically diverse, the organization of advanced pedagogical technologies and the rational use of interdisciplinary opportunities leads to further enrichment of its content. In the primary grades, students learn songs appropriate to the world of children, get acquainted with dance tunes, acquire basic skills of practical performance. The main goal is to introduce students to the magical world of music, to acquaint them with the vast possibilities of the art of music in depicting the world, man, various creatures, nature.

It would not be a mistake to say that the repertoire of songs studied in music lessons covers all aspects of the world in which we live. Along with songs that reflect the spiritual experiences of man, dreams of a prosperous life, a prosperous future, it reflects the phenomena of society and nature, landscapes, appearances, flora and fauna, their peculiarities, as well as

high human feelings and qualities. There is a wide range of works. The theme and content of the works included in the music science program of secondary schools, the analysis of theoretical and literary, historical data show that the range of works recommended for listening and singing is very wide. This, in turn, leads to the implementation of the class program with some shortening. The breadth of lesson hours and topics indicates that the teacher should clearly consider their activities and the educational tasks they perform in planning each lesson, using the method of accelerating lessons.

Here:

1. Appropriate and effective use of knowledge and concepts of other disciplines based on the method of interdisciplinary communication, for example, in the study of lyrics, native language, beautiful writing, opportunities for expressive reading, mastering notes in the process of listening to and singing works of fine arts, folklore, it is possible to refer to sources of literature, folklore.

2. To develop musical abilities, including listening to music, feeling the rhythm, focusing on one point, remembering (memory), students to act according to their age and individual abilities and characteristics.

3. Acquisition of theoretical knowledge of music, knowledge and concepts of music literacy, listening and analysis of works, vocal and choral skills;

4. To be able to describe the genres of music, to have an understanding of the melody and its structure;

In the process of singing and listening to music in accordance with the current program, to determine the tone (major or minor), size, rhythm, character of the music literacy, to adjust the sound when singing (vocal-chorus), to make the song artistic. Expressive singing (native language, literature, history of music) with understanding of the verse content is carried out in practical activities.

The use of the educational film "Uzbek folk music" in listening and studying samples of Uzbek folk melodies and songs, listening to samples from the classroom library, conducting analytical conversations, giving a wide space to questions and answers in this process possible. Explaining that Uzbek folk music is an integral part of folklore, especially in the literature class, allows students to gain more knowledge and understanding. In the process of acquainting the fraternal peoples with the art of music, it is good to focus on the features of the close interdependence of their commonalities. For example, in the 6th grade, the theme of the third quarter is called "Classical music of the peoples of the East." the Iranian, Chinese, Japanese, Indian, Kazakh, Kyrgyz, and Tajik peoples share common knowledge and concepts about music culture. During the lessons on this topic, the musical culture of the peoples of the East (maqom, mugam, mugam, raga), instrumental words (rubob, setar, ud, alpha, ud, nay, kobuz, kabuz, gijjak and etc.), the naming, construction, similarities in sound, dances, commonalities in national costumes will need special attention.

In the 7th grade, "Local styles of Uzbek folk music" Kashkadarya-Surkhandarya, Tashkent-Fergana maqom roads, Khorezm maqoms are studied. It is a symbol of the ancient cultural and musical cooperation of the Uzbek peoples. also plays a positive role. We know that genres of singing based on a literary text are also widely studied in the science of literature.

For example, song, alla, yalla, lapar, season, ceremonial songs, especially epic works, are widely studied in the field of folklore. In research and educational sources in the field of folklore, these genres have been studied as literary genres, their major performance, traditional features, methods of performance, the essence of the genre are described in detail. The similarities and differences of the mentioned genres have been studied in terms of the ethnic characteristics of the local population belonging to each territorial oasis.

Therefore, the organization of lessons on the basis of annual, quarterly topics in the classes of music culture classes, the teacher carefully examines the teaching materials provided in the textbook and what methods and tools to use to convey them to students. additional science information will need to be identified to determine if the course can serve to increase the content, interest, and effectiveness of the lesson, and the possibilities of using it.

Here:

- identify the points of interaction of educational materials (theoretical, practical) in the textbook;

- selection of active ways, methods, means of interdisciplinary communication and skillful use in the teaching process;

- The knowledge, skills and abilities studied in the content of the textbook should be focused on the main topic of the lesson, the remaining auxiliary materials should serve to expand it, to broaden the general musical outlook of students, their thinking. Music culture, on the other hand, requires a combination of a number of components in determining a person's level of cultural and spiritual maturity. This can be explained as follows;

Musical culture	Musical theoretical literacy (note sa-waterfall)
	Listening to music, perceiving music;
	Have the ability to sing;
	have sufficient knowledge of music history, literature;
	acquisition of practical executive skills
	knowledge of classical and maqom music;
to have enough knowledge about fraternal peoples, foreign classical music and modern music, its main directions .	

In a person with such knowledge and skills, the highest manifestations of self-spiritual perfection are decided. So:

- In the organization of lessons in interdisciplinary communication, knowledge, concepts, information, examples, analogies, quotations from different disciplines should be relevant to the content of the topic, to make it more meaningful, understandable, broader understanding;

- The use of information related to the sciences should be adapted in such a way that the study of one of them facilitates the study of the other;

- implement a common approach to the formation of general understanding, skills and

competencies; -strengthen knowledge in other disciplines (such as mother tongue, literature, history, mathematics, physics, pedagogy, psychology) in the acquisition of theoretical knowledge of music; ;

- music faniga oid knowledge , ability and malakalni egallahda other to the sciences oid knowledge , skills use to receive ;

- in class training fanlariaro subject relevant problems revealed throw and students by independent hal to be done to achieve ;

- simply complex principle based on problematic to teach attention strengthen _

Specialist teacher sciences dependence level, capacity according to they are on required I know and concepts has to be demand are given. Music science in teaching mathematics, history, philosophy, logic, mother language and literature, physical culture such as to the sciences natural as more appeal is done. This is it music teachers this fans in development happen happening change and news constant as informed to be and own knowledge increase go necessity shows.

School in education music lessons fanlararo in connection with formed of education content enrich add contribution social , natural , technical and practical of knowledge merger obviously expressed and har the modernity of a science achievements , development degree and this fans on teacher which degree they know to reserve has that is with determined.

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