



ISSN: 2249-7315

Vol. 11, Issue 9, September 2021

SJIF –Impact Factor = 8.037 (2021)

DOI: 10.5958/2249-7315.2021.00041.1

"CLASSICAL SINGING" ONE HOURCOURSE MATERIAL

Tajiboev Elmurod Mahmudjonovich*

*Doctoral student,
Namangan StateUniversity,
UZBEKISTAN

ABSTRACT

This article discusses the use of modern pedagogical and innovative technologies in the organization of musical culture classes in secondary schools. The science teacher will give the test creators an incentive point of "1 point" as a thank you for preparing these tests. The tests will be read 10-15 times at a time. The lyrics of the song are mostly in the ghazal genre. Works with such features are usually called "Classical songs" or "Folk songs". Classical songs are also created by talented singers, musicians and composers from among the people.

KEYWORDS: *Innovation, Pedagogical Technology, Singing, Testing, Listening To Music, Repertoire.*

INTRODUCTION

The purpose of the lesson: *a) educational purpose:* to give students an idea of classical songs, to teach them the peculiarities of classical songs on the example of the song "Guluzorim"

b) Educational goal: to direct students to creativity based on classical singing.

c) developmental goal: to increase students' musical knowledge, to develop the skills of classical singing.

d). Communicative competence: the ability to listen to and respect the opinions of team and group members in the process of singing and working together.

Course type: new insight and knowledge.

Classroom: textbook, lesson exhibition, DVDs, video projector, computer, musical instrument, piano.

Course method: mixed, interactive, question-answer.

Course time distribution:

No	Course Distribution	Time
1	Organizational part	3
2	Request a previous topic	7
3	New topic statement <i>Use of additional literature</i>	10

4	Listen to music <i>Strengthening the lesson</i>	12
5	Singing	8
6	Homework	2
7	Evaluation	3

Course:

I. Organizational part: greeting, attendance determination, preparation for the lesson, introductory interview.

II. Asking for homework: (Example 1-2 lessons for 6th grade I-quarter) Interactive game method “Battle of tests”. In this case, students are asked to prepare tests on the topic of the previous lesson, and after the teacher collects the prepared test cards, the students who prepared the test come to the end of the desk. The science teacher will give the test creators an incentive point of “1 point” as a thank you for preparing these tests. The tests will be read 10-15 times at a time. Each student has the opportunity to take a step forward as a result of giving the correct answer only after raising his hand, although the owner of the answer without raising his hand gave the correct answer because he violated the order. It is said that it causes him to take a step back. In addition, the students sitting in the seats in the interactive game method “Battle of Tests” also have to answer if the participating students do not answer within 3 seconds and get a score of “1” for the correct answer, it is mentioned that they can be excluded from the game in the amount of one game turn due to not raising their hands or causing chaos.[1]

Teacher:

1. What is your understanding of classical melodies?
2. What should you look for when listening to music?
3. What kind of classical music do you like?

Students who answer these questions will be given incentive points. (Incentive ball is made of colored paper in the shape of a circle.)

III. Statement of a new topic.

(It is advisable to open the topic using the electronic methodological resource “School repertoire: an innovative approach to music education” prepared by I. Kyrgyzov, O. Azizov, A. Sultanov).

Teacher: Ashula is a masterpiece with a wide range of forms, developed on the basis of deep thoughts about the song. The lyrics of the song are mostly in the ghazal genre. Works with such features are usually called “Classical songs” or “Folk songs”. Classical songs are also created by talented singers, musicians and composers from among the people. Classical songs are distinguished by their power, breadth and richness. There are so many types it's hard to say. Classical songs are widespread and popular among the people. They are “Ushshak”, “Feruz”, “Bayot”, “Suvora”, “Chorgoh”. Popular songs quickly become popular and become more popular. In particular, there are several types of “Ushshak”. “Samarkand ushshog”, “Kokand ushshak”, “Tashkent ushshog”, “Sadirkhan



ushshak” and others. Songs such as “Dilxiroj”, “Ey sabo”, “Street garden I-II”, “Abdurahmonbegi”, “Aylagach”, “Fig’on”, “I love you”, “Munojot”, “Tanovar” are popular which is popular among. Classical songs can be performed individually or in an ensemble. They are performed on Uzbek national instruments. The song "Guluzorim" is one of the most popular songs among the people.[2]

Navoi's poem “Seventy Me” is called "Guluzorim" because of the repetitive recitations of the hymns composed by Haji Abdulaziz Abdurasulov.

Based on the Savti Ushshak branch of the Rost maqom in Shoshmaqom, this work is performed in the style of 3/4-dimensional moving melodies, in the G-dur tonality. In different years, “Guluzorim” was performed by O.Imamhojayevev, O.Alimahsumov. “Guluzorim” is also performed as a musical instrument.[3]

Teacher: The necessary information about the life and work of the famous hafiz Hoji Abdulaziz Abdurasulov, beloved by our people, is available to students through the Shashmaqom section of the e-learning resource“School repertoire: an innovative approach to music education” can reach.

HAJI ABDULAZIZ ABDURASULOV

(1854-1936)

Haji Abdulaziz Abdurasulov was famous as a famous hafiz and composer and was born in Samarkand to a family of weavers in the Blue Mosque neighborhood. His passion for music began at a young age, when he became an apprentice to the tanbur player Haji Rahimqul, and learned songs from the maqom singer Boruh Hafiz and began to sing together. Later, he went to Bukhara to study Shashmaqom and took lessons from the famous maqom teacher Ota Jalal Nosirov. Hundreds of songs were included in his programs, and in addition to memorization, he also composed. His songs “Gulzorim”, “Bozurgoniy”, “Beboqcha” and “Qurbon Olam” are popular among the people. In 1909, in his performance, the Riga firm Gramafon recorded “Iraq”, “Nasrullovi”, “Ushshaks”. Haji Abdulaziz Abdurasulov and teacher Halim Ibodov were awarded the honorary title of "People's Hafiz of Uzbekistan" at the



first meeting of Uzbek artists in February 1933 at the age of eighty. The sacred name of the teacher was honored during the years of independence. By the decree of the First President of the Republic of Uzbekistan, he was awarded the Order of Merit. The Republican contest of young singers will be held in his name in Samarkand.[4]

Listen to music:

The song "Guluzorim" will be performed by the People's Artist of Uzbekistan O.Imamhojayevev accompanied by the ensemble of maqom players led by People's Artist of Uzbekistan, Academician Yunus Rajabi. (School Record: An Innovative Approach to Music Education will present a presentation of the proposed work in the electronic methodological resource)[5]

GULUZORIM
Hoji Abdulaziz Abdurasulov musiqasi

M.M. ♩ = 112

IV. Strengthening:

“LISTEN TO MUSIC” GAME

In this case, the works studied mainly on the teacher's technical means (DVD, computer, tape recorder, telephone) or on any musical instruments (except percussion instruments) through music lessons in the lower grades “Dilxiroj”, “Ufor”, “Lazgi”, “Guluzorim”, “Janon bolaman deb”, “Naylayin”, “Otmagay tong”, “Samarkand ushshogi”, “Kokand ushshogi”, “Tashkent ushshogi”, “Sadirkhan ushshogi”, “Ey sabo”, “Street garden I-II”, “Abdurahmonbegi”, “Aylagach”, “Fig'on”, “I love you”, “Munojot”, “Tanovar” and others etc also listen to excerpts from musical performances that are familiar to students (performed by well-known master hafiz) on radio and television.

While listening to these works, students are required to recognize the sounds of the works, to know the name of the work, the composer, the duration of the lyrics. Accordingly, this activity is carried out as follows.

Initially, students are divided into groups of girls and boys, sitting in their seats.

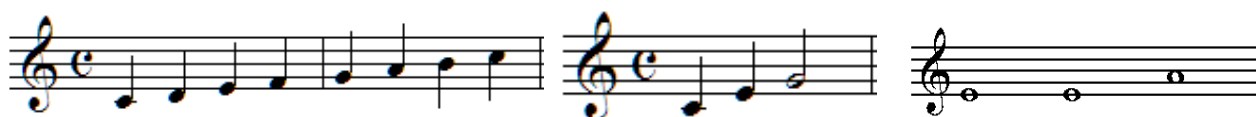
Along with the works studied in music lessons with the help of existing equipment or musical instruments, songs that are popular on radio and television are now performed throughout the country. Students who are the first to raise their hand and answer correctly will be given incentive points.

Thus, the team that scores seven points is declared the winner and the winning team is applauded. Students may be asked the following questions during the listening process.

1. What works are called classical songs?
2. Who performs classical songs?
3. Which of the classic songs have you heard?
4. What reality do you feel when you listen to “Guluzorim” and what scene do you see in front of your eyes?

V. Singing:

Students will first be given a sound adjustment exercise.



6th grade 1st quarter, 2nd lesson Jumaniyaz Jabborov's poem, Habibullo Rakhiov's music "Children".

The work is performed in a fast, attractive way, 2/4 scale, C-dur. The 1,3,9,11,20,22 T (beats) of the work consists of a set of semicircular notes, and the last half note is in the next 2,4,10,12,21,23 T (bars). lengthened to a semi-note, it adds a special charm to the work.

“CHILDREN”

It's like a garden of flowers

Tulips in the fields.

The future of Uzbekistan -

Children, children, children!

We are cheerful, funny, masculine
Or waterfalls from the mountains,
Bright morning to the homeland,
Children, children, children!
The sun shone on your head,
Like dew showers. Eternal gold fibers.
We are proud, Iqbal embraced us,
Children, children, children! Children, children, children!

V. Homework:

Strengthen the theme. Compilation of a set of tests on classical songs. Memorize the text of the song "Tashkent" performed by Usmon Kochkor, music by Hurshida Khasanova.

VI. Rating:

Students who actively participate in interactive play methods and lessons by preparing tests and abstracts will be evaluated.

In conclusion, the role of such innovative educational resources in the formation of high musical knowledge and thinking in students is invaluable. After all, it is the civic duty of each of us to bring up the younger generation as worthy heirs to our great ancestors.

REFERENCES

1. I.Kirgizov, A.Sultonov. School repertoire: innovative approach in music education. – Fergana, 2019. – P. 86.
2. Begmatov S. Music: Textbook for 6th grade. Revised 6th Edition. – T.: Gafur Ghulam Publishing House, 2017.– P. 46.
3. Ibrohimov O., J.Sadirov. Music: Textbook for 7th grade. Revised and completed edition. – T.: Gafur Ghulam Publishing House, 2017.– P.25.
4. Mannopov S. Navobakhsh melodies. – T.: "Ijod-PRESS", 2018. – P.32.
5. I. Kyrgyzov, A. Sultanov. Methodical recommendation. School repertoire: an innovative approach to music education. – Fergana, 2019. – P. 66.