

УДК 374

*Sapayeva Fotima - Teacher of "Music Education" department of  
Tashkent State Pedagogical University named after Nizami*

## **ВОКАЛЬНО-ХОРОВАЯ РАБОТА НА УРОКАХ МУЗЫКИ**

*Аннотация: В этой статье обсуждается вокально-хоровая работа  
в музыкальных уроках*

*Ключевые слова: вокал, хор, музыка, педагогика, принцип,  
музыкальное образование, теория музыки*

## **VOCAL-CHOIR WORK IN MUSIC LESSONS**

*Resume: This article discusses vocal and choral work in music lessons.*

*Keywords: vocals, choir, music, pedagogy, principle, music education,  
music theory*

With all the diversity of the work directions of the modern school, the thesis about the importance of musical education is asserted with great persistence. The schoolchildren are introduced to the musical art, the education of moral and aesthetic feelings, the formation of attitudes, beliefs, and spiritual needs are carried out in music lessons and are currently especially relevant. So, in singing, while listening to music, in rhythm classes, in playing children's musical instruments, students get acquainted with the works, learn to understand them, acquire knowledge, acquire the skills and abilities necessary for their emotionally conscious perception and expressive performance.

It's almost impossible to keep singing traditions today without a music teacher. Through choral activity, the child is introduced to musical culture, and collective singing is an excellent psychological, moral and aesthetic environment for the formation of the best human qualities.

Teaching vocal and choral singing, educating children on the initial foundations of musical and singing culture, developing the personality of students by means of choral art, and on this basis creating conditions for the formation and development of intellectual, creative abilities, civic and

communicative competencies of students, taking into account the individually differentiated approach to teaching and upbringing. At the very first lessons of music, children are auditioned. Its purpose is to establish the initial level of general, musical and singing development of students. During listening, after talking with the child, establishing contact with him and building trust, you need to ask him to complete several tasks: sing a song, repeat a small song (in different tones) with the voice of the teacher, memorize and play back some simple rhythmic figures, convey with hand movements character played by a music teacher, read a poem. In the process of completing these tasks, the following are determined: \* range \* coloring of the singing voice \* quality of intonation (the reasons for inaccurate singing are established) \* degree of development of a sense of rhythm, memory \* musicality \* emotionality \* level of upbringing and general development of students.

A music lesson begins with singing or, say, a musical greeting. Its purpose is to warm up, set up the voice apparatus, and develop singing skills. It is important that the students realize that singing is absolutely necessary in the lesson and with full dedication and interest participate in it. The teacher's task is to ensure that chanting is not a tedious, boring technical work, but is inspired and entertaining music-making. Depending on the state of the class, the place of the lesson in the school schedule, the tasks solved in this lesson, the duration of the chanting can be different and range from 3 to 10 minutes. It's better to chant while standing. In the process of singing, work is carried out in four main areas: V. Development of sound altitude V. Dynamic range of voice V. Timbre V. Mobility. Singing usually begins with building a unison in primary tones (F - la first octave), practicing a soft, accurate attack of sound, gradually expanding the singing range through the performance of (sequentially) ascending and descending chants, received scale, and triads. The chanting is carried out in different dynamic shades, gradually moving nuances are introduced, the tempo of performance varies (from medium to slow, then moving). The development

of different sides of the voice can be carried out comprehensively on the same examples. A substantiated sequence of exercises, their gradual complication, free, moderately active not forced singing - these are the basic requirements for chanting. The central place in the music lesson is learning and performing works. In one lesson, it is advisable to work on several (3 - 5) songs of different nature and complexity at once, clearly realizing what, how much and how to be done in each of them in this particular lesson. Technique of learning a song. Work on a school song is a multifaceted process. In order to embody the composer's artistic design, the teacher needs not only to master the rehearsal gesture for better communication with children, in order to subordinate them to his will, but also to carry out a large and laborious preliminary work. Namely: to identify the emotional and semantic content of the song; to pose educational tasks; to determine the difficulties that may arise when learning a song; to draw up its performing plan to select exercises on the material of the song. All this is the preparatory work of the teacher. In an ordinary comprehensive school, the teacher has to overcome significant difficulties associated with the underdevelopment of the musical abilities and voice apparatus of the children, their inability to sing. And, despite this, when working with a school audience, the tasks of achieving sound quality, harmony, expressiveness of performance are not removed. I set not only educational tasks - to teach me to sing, take a breath, form a sound, sing into nationally in a small range, mainly with a gradual movement, coherently, draw a sound, but also pedagogical - to teach children to sing expressively, develop musical hearing and memory, instill a love of music and singing. As these tasks are solved, new, more differentiated ones are put forward (to teach singing on "experienced" breathing, to achieve the correct formation of vowels, to prevent the forcing of sound, to sing by canon). In learning a song, there are three stages: 1. familiarization and assimilation of the first verse 2. learning the whole song 3. fixing and artistic performance of the song. The choice of song is important. At first, songs should meet the following

requirements: a) in form - extremely concise, not more than one period; b) by melody - bright, expressive, melodious; c) in rhythm - very simple, alternating no more than 2 to 3 types of durations; d) voice science - clear, natural, diatonic warehouse; d) the range of voice parts should not exceed an octave. If children like the song, then it is easier to overcome difficulties in learning it, so you need to choose songs that are melodic, funny, catchy, with interesting lyrics.

It should be borne in mind that a gradual increase in the difficulty of the tasks set by the teacher should be combined with the inclusion in the work of more complex songs and certainly attractive for children with their melody and text. This will provide an atmosphere of enthusiasm for vocal and choral singing in music lessons at school.

#### **LITERATURE:**

1. Безбородова Л.А. Дирижирование. - М., 2000.
2. Мелик-Пашаев А.А., Новлянская З.И. Концепция и проект программы общего художественного развития школьников первого года обучения // Искусство в школе. - 1994. - № 2
3. Шермухамедова, Н. А. (2016). ПРОБЛЕМЫ МОДЕРНИЗАЦИИ СИСТЕМЫ ОБРАЗОВАНИЯ И КУЛЬТУРЫ В СОВРЕМЕННЫХ УСЛОВИЯХ. In Культура диалога культур: постановка и грани проблемы (pp. 342-353).