

MUSIC EDUCATION IN PRIMARY SCHOOL

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Annotation: This article explores the role and methodology of teaching music in primary school education. It emphasizes the importance of listening activities as a key component in developing students' musical perception, emotional intelligence, aesthetic appreciation, and creative thinking. The study employs personality-oriented and artistic-pedagogical approaches, along with the theory of emotional intelligence, to highlight how carefully structured music lessons can foster a love for music and shape students' personal and intellectual development. The article also outlines stages of listening-based activities and the teacher's role in making music meaningful and engaging for young learners.

Keywords: music education, primary school, music listening, emotional intelligence, aesthetic development, teaching methodology, student engagement, creativity, music perception, pedagogical approaches.

Introduction

The main task of the teacher is to awaken children's interest in music, develop their aesthetic taste, and broaden their musical worldview. Through listening to and singing music, children not only step into the world of art but also gain the opportunity to express their inner feelings and grow emotionally. Therefore, in every lesson, the teacher should strive to convey the beauty of music and the depth of its emotions and ideas to the students.

Through music and songs, children perceive the outside world, understand the beauty of nature, human emotions, and noble concepts such as kindness, friendship, and compassion. Music also plays a significant role in developing children's imagination, memory, auditory perception, sense of rhythm, and the ability to distinguish between different sound pitches.

The activity of listening to music should be carried out systematically and step by step during the lesson. By exposing children to various genres of music — folk songs, children's melodies, classical pieces, and contemporary tunes — their musical awareness and appreciation will increase. Organizing discussions about the pieces, listening to students' impressions, and connecting music to visual or emotional imagery make music lessons more engaging and meaningful.

Moreover, the teacher can use music as a tool to foster students' respect for national values and instill a sense of patriotism. Each song contains its own meaning and educational message, and delivering these messages effectively depends on the teacher's methodological skill and creativity.

In general, the main goal of music education is to contribute to the comprehensive development of a child's personality, to nurture musical culture, and to instill a love for the arts. That is why the teacher must work to ensure that music lessons are enjoyable, impactful, and productive for every student.

Analysis of Literature and Methodology

This article applies artistic-pedagogical and personality-oriented approaches, as well as the theory of emotional intelligence. The research methods include the analysis and generalization of experiences in teaching music literacy. In the process of music education, theoretical knowledge and practical skills in music literacy are closely linked to listening activities, which play a critical role in helping students analyze musical compositions. Music lessons influence students' ability to acquire knowledge and develop critical thinking skills.

In general secondary schools, music lessons are held once a week. During these sessions, children engage in several types of activities. Music, above all, nurtures students' aesthetic taste, moral awareness, and ethical values. Key components of music education—musical literacy, choral singing, listening, and creative activities—are conducted in an interconnected, sequential manner. Among these, the activity of listening to music plays a special role in stimulating reflective thinking in students.

In this activity, the music teacher selects appropriate compositions based on the theme of the lesson. These may be performed live on a musical instrument or played using technological aids available in the classroom. For example, in middle school classes, when teaching about traditional Uzbek classical music, students may listen to various forms of maqom and songs, followed by a joint analysis with the teacher. This process contributes significantly to the intellectual development of the student, training them to perceive and interpret music on a deeper level.

Comprehensive musical development is only possible when all components of a music lesson—singing, listening, and music theory—are naturally and organically integrated. As noted by music education specialists, the primary school years are the most sensitive period for developing auditory perception, which lays the foundation for future creative development.

The process of working with a musical piece for listening can be divided into four conditional stages:

- The teacher's introduction,
- A pre- and post-listening discussion,
- Analysis, and
- Repetition of listening.

The introduction should help students understand and prepare for the piece by engaging their interest. It must be concise, vivid, and captivating. The teacher introduces the background or theme of the piece, explains the lyrics if applicable, and sometimes even clarifies the meaning of the title. For instance, when studying the works of foreign composers, students may be introduced to the polyphonic and fugue compositions of Johann Sebastian Bach. These

works require high levels of concentration and reveal how different voices combine to create a complex musical narrative.

In music listening activities, students are trained to perceive a composition's mood, pitch, rhythm, and timbre. Later, in discussion with the teacher, they analyze the general content and meaning of the piece. Such practices help develop students' musical thinking and emotional intelligence. For example, before listening to Beethoven's "Minuet," students can be told that the minuet is an old French dance, known for its smooth and elegant movement. Similarly, when listening to Edvard Grieg's "Kobold" or "Dance of the Elves," the teacher should explain that kobolds are mischievous forest spirits and elves are graceful, fairy-like creatures that flit from flower to flower. These characterizations guide students' imagination and understanding.

Sometimes, instead of a monologue, the teacher may start a dialogue with students to prepare them for the piece. For instance, they may ask, "What mood do you think composer D. Kabalevsky was trying to convey in The Clowns?" or "How do Prokofiev's March and Fairy Tale differ in character?" (and then listen to both). Well-structured questions like these help develop students' auditory perception and critical listening skills.

Teachers may also tell stories about the creation of specific songs or compositions to further enrich students' emotional engagement. This narrative technique fosters humanistic values and develops pride, empathy, and respect for others and nature.

Another important phase in music listening is the presentation of the musical work itself. At this stage, the teacher must organize the classroom in a way that encourages focused and attentive listening. Students should be taught to sit quietly, listen carefully, and analyze the piece for its emotional content, meaning, and the mood it expresses. Instrumental works—often more challenging than vocal compositions—require high-quality audio playback and professional delivery by the teacher, maintaining the correct tempo, rhythm, and stylistic character.

Thus, listening to music is not a passive activity but an essential part of the learning process that promotes emotional, intellectual, and artistic development. The careful selection of repertoire, methodological planning, and the teacher's skill in guiding student responses all contribute to a meaningful and impactful musical education.

Conclusion

In conclusion, music listening activities play a vital role in the holistic development of students by enhancing their emotional intelligence, aesthetic appreciation, and cognitive abilities. When integrated effectively into music lessons, listening helps students develop an understanding of musical elements such as rhythm, melody, and timbre, while also encouraging critical thinking and cultural awareness. The teacher's role is pivotal in guiding students through the stages of listening, analysis, and reflection. By selecting appropriate repertoire and applying pedagogical strategies, music educators can transform the classroom into an engaging environment where students not only learn about music but also connect with it on a personal and intellectual level. Thus, listening to music becomes a powerful educational tool that contributes significantly to shaping students' artistic and moral values.

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