

CONDITIONS FOR THE DEVELOPMENT OF MUSICAL ABILITY

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Ability - ability to successfully perform one type of activity is a subjective condition of growth and is an individual characteristic of a person. The ability is manifested during the activity process of the person. Psychological studies show that a human child is not born with a formed ability, but with an ability that is considered a source of realization and development of any ability. Talent cannot develop on its own, it needs a favorable environment and conditions for its development.

A child may be born with musical talent, but if a favorable environment is not created for the formation of his musical characteristics, his musical talent will not develop. One of the leading factors in the formation of a person as a person is the environment. Environment refers to the set of external events that affect a person. The environment, in turn, is divided into natural environment, social environment, family environment and a number of other types. The social and family environment is important for the development and formation of musical ability in a person.

Manners, character - all mental qualities of a person are formed only on the basis of the interaction of environment and upbringing. One of the most important conditions for the development of children's musical performance skills is the formation of their musical abilities. Because musical abilities, such as rhythmic perception of music, sense of tone, musical hearing, musical memory, emotional sensitivity to music, etc., are factors in the development of performance skills in children. Pedagogue N.V. Vetlugina noted that "...music experiences are always based on sensory abilities, because music is perceived through the simplest tones, complex images and, above all, emotions, and musical abilities develop."

And the highest level of ability is talent. Talent is an ability that allows a person to successfully, independently and uniquely perform some complex activity. One thing must be said at this point. we do not agree. Their children may have musical talent, but if this ability is not developed, the ability does not become a skill, will not form. After all, music is spiritual, artistic and moral of the young generation culture formation, national pride and patriotism education to implement, expand the scope of thinking, creative skills and artistic serves to develop taste, independence and initiative.

Therefore, music-aesthetic education is considered as the most important factor of personality formation in every school in our Republic. Among the scientists, Plato said that human abilities are innate said and assumed that all that man knows are memories from his time in the world of ideal knowledge. Francis Galton in his "Innateness of Talent, its Laws and Consequences" (1869) "...greatness and talent are passed from generation to generation, and the environment is a secondary factor..." However, many famous performers have argued that the reason for greatness is ninety percent hard work and the rest is talent. But it is not possible to develop abilities to an unlimited extent even with work alone. A person's ability is formed only within the framework of certain opportunities and personal characteristics. The aesthetic and emotional environment is emotional to the child in the world of music creates comfort and forms interest in creativity. However, the effectiveness of the musical environment depends only on the external conditions communication that regulates the child's musical development, depends on musical-theoretical knowledge and creative methods. Students in order for the process of musical education to be effective:

- social and cultural activity of a person reflected in the areas of ability;

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- ways to collect social and personal experience, preserve culture;
- identifying activity;
- aesthetic experience related to emotion and figurative thinking, concepts related to artistic communities;
- relationship with the world of people and things;
- It is necessary to know the activity and strive for further development.

According to V.V.Bogoslovsky, ability is a response to activity requirements a person who gives and ensures high results in it is a synthesis of features. Also V.V.Bogoslovsky ability divides them into types depending on their direction and field. In this regard, psychology mainly distinguishes general and special abilities. According to the psychologist, general abilities mean a system of personal characteristics that provide relative ease and productivity when acquiring knowledge and applying various types of activities.

Competence is not skills, competences and knowledge, but their mastery dynamics. Abilities are opportunities that manifest during activity. Musical ability can be developed only through musical practice, musical material specific to the art of music, and special methods. Only music awakens a person's musical feelings.

Feeling and understanding of music in students V.N. Shatskaya

He has repeatedly emphasized the need to train his abilities. Musical education to give, nurture the musical ability and talent that exists in every child, mental, physiological, labor and aesthetic characteristics of the student the formation is put into a certain system through the art of music it is done through musical education and upbringing, says the scientist. People who do not have musical training do not have musical ability. Because they have not mastered musical knowledge. When students come to school those who are familiar with music, but mastering musical knowledge of continuous education - to the primary classes of general secondary education will come. Because the mental aspect of a primary school student is his memory, his mind, attention, thinking will be ready to acquire knowledge. B.M.Teplov in his work "Psychology of Musical Abilities" musical abilities in music-pedagogical practice into three main groups: to musical hearing - the lad functions of the sounds in the melody, emotional separation of sound expressiveness, feeling of rhythm - being able to feel the expression of musical rhythm and actively (with actions) reflection of musical experiences, musical memory (remembering and retrieving musical information).

Considering the importance of ability in music education, It is worth noting that, in our opinion, the ability to play music although it plays a very big role in the acquisition of musical-theoretical knowledge (notation, acquisition of theoretical knowledge, means of musical expression in learning) musical ability is not important. But at the same time, partially denying our opinion, we must say that, according to the "Music Culture" curriculum, "...music literacy is a process that combines other musical activities...", that is, after mastering theoretical knowledge they can be applied practically. For this, musical memory, musical retro sense, musical hearing - in a word, musical abilities are necessary.

"Students develop musical ability very early. But some

In some cases, musical ability may appear late. Also

It is wrong to assume that children with poor musical ability have no musical ability at all. Children's memories are very well developed, but their attention does not stay in one place during the lesson. School-aged children are good at creative tasks. They can come up with small tunes with different rhythms, analyze songs, express music through pictures and show their abilities. This age high musicality in children that can feel the rhythm, that is, to music the ability to respond emotionally, as well. with a fine taste in music discrimination, that is, the ability to hear music is manifested. The

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students' musical abilities are demonstrated in the activities of the class (lessons). At the same time, they differentiate the works, opposite and they learn to distinguish similar aspects, compare parts, know the interrelationships in sound, rhythm, dynamics. In this process, their ability to feel the rhythm and performance of playing a piece of music will grow. Children will be able to reflect their imaginations based on the melodies and songs they hear and perceive. All this is done in music lessons and music clubs. Analyzing the main forms of musical ability, tune and the perception of harmony can be distinguished. Three abilities based on them lies:

1. As the perceptive and emotional part of musical hearing there is a sense of called lad. Lad sense, i.e. melody, the ability to emotionally feel the lad function of sounds, or to emotionally feel the expression of up-and-down movement of sounds. This ability is otherwise called the emotional or perceptive part of musical hearing. Lad sense is to feel the pitch of the musical sound and tune directly It is manifested in the process of perception and intonation. It is rhythm along with feeling, forms the main emotional attitude to music.

2. The reproductive or perceptive part of musical education musical hearing ability that counts. It is combined with the sense of lad helps to feel harmony. This ability is musical memory and is the main basis of musical imagination. Musical hearing is the ability to fully perceive music. Musical hearing ability is divided into the following types: absolute, relative and internal ability. Absolute hearing ability is the ability to determine the absolute pitch of musical sounds without comparing them to standards. Relative or interval hearing is the ability to perceive, determine, and play melody, intervals, the number of sounds in chords, the distance between them, and the pitch of sounds. For this, a person needs to know at least one sound.

Internal hearing - imagines the whole composition of music is the ability to imagine. "Musical hearing develops during musical activities. Absolute hearing is excluded, because it cannot be improved by special exercises.

3. Sense of musical rhythm - active experience of music, musical rhythm emotional feeling of expression and the ability to accurately perform it. Sensing the pitch of a sound and experiencing the expressive content of rhythmic movement are the three abilities listed above. These skills are essential for musical activity abilities, but this does not complete the set of abilities.

One of the main signs of musical ability is the ability to feel the expressiveness of a certain content.

Based on theory and practice, it is fair to say that it is musical abilities and the problem of their development, pedagogy and is one of the current problems of psychology. The development of these abilities is a social environment, natural talent, talent, personality it also depends on willpower, activity, physical and mental processes. So, taking into account the early manifestation of musical abilities in children, as well as the formation of musical abilities under the influence of education and environment, we came to the following conclusion. Musical skills are an important factor in the development of performance skills in music classes in the continuing education system.

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