



Research Article

## THE ROLE OF ENGLISH IN THE FORMATION OF MUSICAL LITERACY IN STUDENTS

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### ABSTRACT

In this article, we will discuss ways to implement music literacy in English. The tasks of music literacy include the well-organized basic concepts of music that are mastered in the lessons of music culture in general education schools: the specific features of music, some laws, means of expression and the elements of their description in music.

### KEYWORDS

Music, language, speech, genres, song, dance, a number of knowledge, such as acquaintance with instruments and vocal music, performers, musical instruments, instrumental ensemble, singer, choir,

### INTRODUCTION

So, music literacy is a system of basic concepts about the art of music. Therefore, music literacy

is not learned as an independent musical activity of the lesson, but throughout the lesson,



especially in the process of singing in a choir and listening to music, mastering the works as well as music literacy plays an important role in improving students' knowledge of music. In general, according to the requirements of the new program, music literacy is also important as a tool that logically and theoretically combines all the practical music activities in the classroom, and thus directs the formation of the integrity of the content of the lesson. Therefore, it is a key tool in fulfilling the educational function of music teaching.

The main key and pedagogical object of music literacy is the themes of the quarter and the selected singing and listening works designed to cover these topics. In each lesson, children will gain a new understanding of the rules for consciously understanding and performing works. This understanding should be reinforced in later lessons. Thus, in each lesson, children's general knowledge about music and its practice is enriched. The gradual enrichment of this understanding and knowledge plays an important role in the formation and development of musical literacy and culture in the student. It is known that children come to the first grade with a certain general knowledge of music. Of course,

children have different levels of knowledge. However, their impressions and musical experiences from everyday musical life are close to each other. This is exactly what the teacher needs to do to bring the 24 teams in the class together. It also plays an important role in connecting the content of the lesson with life. Based on enriching children's musical impressions and experiences, the range of knowledge about the simplest laws of music is expanded.

## THE MAIN FINDINGS AND RESULTS

All knowledge and skills imparted to students in the course of music are included in the scope of music literacy. It includes the peculiarities of music, its representation as an art, the means of expression (language, speech), genres, structural methods of performance, types of performers, classification of musical instruments, etc. Therefore, it is radically different from the subject of music literacy taught in music and art schools, colleges and lyceums, and consists of certain knowledge and concepts about the art of music.

This means that music literacy does not act as an independent activity in the classroom, but in the

process of other activities, that is, the artistic study of musical works and the performance of works on the basis of literacy. Forms musical literacy of students and expands and deepens their knowledge. As a result, each new concept learned in the process of studying a new work, the terms are constantly used in subsequent lessons. Thus, music literacy has the following educational function:

- Development of musical perception and development of artistic memory through aesthetic enjoyment of works;
- To form a scientific worldview through works dedicated to labor, nature, technology, seasons, astronauts;

To achieve these goals, the teacher has the following tasks:

- ✓ Enhancing children's musical and artistic needs by stimulating their interest in the art of music, listening to music and engaging in practical activities.
- ✓ To arouse musical and artistic impressions in students from perceived works;

- ✓ In order to increase students' musical literacy in the classroom:

- a) Simple musical, pedagogical analysis of works by dialogue;
- b) Know the essence of simple music concepts and terms and be able to apply them in music practice;
- c) To understand the simple structure of the melody, the means of expression, to clap and sing to the rhythmic structure of the melody;
- d) Provide information on music creators, performers and instruments. The main key and pedagogical object of music literacy is the selected works on the themes of the quarter and their coverage for singing and listening. They should be studied on the basis of children's impressions of everyday musical life and musical experiences.

The knowledge imparted to first graders (six years old) about musical characters can be defined as follows.

1. Children's attention is drawn to the means of expression of music - melody, register, tempo,

rhythm, dynamics and more. At first, it is difficult to explain the exact rules of these terms. For example, in the first lessons, there is a certain emotion in the music of the songs sung by the children (cheerfulness, cheerfulness, solemnity, playfulness, uplift, sadness, etc.) and the movement of the melody is not constant, but up and down. 'is determined. After that, the melody consists of sounds, which are determined to be long and short. In the end, it is explained that a melody is a melody created by the up and down direction of long and short musical sounds.

Children gain a thorough knowledge of the graphic movement of the melody on a poster or board, as well as singing long and short sounds on music cards. 26 Playing the notes on the cards with applause and children's toy instruments, rhythmic accompaniment to the sounds of music, and performing musical movements, such as stepping with music, are practical expressions.

If it is found in the positive development of children's music reading, in the process of vocal and choral work, it is necessary to use the method of moving demonstration (method sluhodvigatelnoy naglyadnosti). It involves singing up or down the melody with hand gestures. Cards

make it much easier to identify strong and weak feelings. They strengthen children's understanding of rhythm and meter.

2. Knowledge of the rules of singing and playing the song, the rules of playing the clap and musical instruments, musical movements, types, especially the elements of the genre character and structure of the work (1.2-part song, march, dance, a number of knowledge, such as acquaintance with instruments and vocal music, etc.), performers and musical instruments (instrumentalist, instrumental ensemble, singer, choir, etc.) also fall into the category of music literacy.
3. The general concept of a composer is given in the context of the theme "composer-performer-listener" and a brief introduction to the authors of the studied works.

In later grades, this knowledge is gradually transferred to the relative (absolute) concept in relative concepts, that is, the study of music in the system of notation and the use of original terms in its analysis.

Thus, in the first grade, children gain a general knowledge and relative understanding of the

simple laws of music through the character and images of music, which is conditionally called the pre-note period.

In the first grade, the nature and rhythm of music play an important role in children's "entry" into the image of music and the positive development of their musical reading skills. Rhythmic accompaniment to music, played on claps and musical instruments, also plays an important role in the development of children's creative abilities, especially in the formation of their emotional feelings in a deeper sense of the character and images of music. These activities are also important to apply the knowledge gained about music in the process of singing, listening to music, and learning the elements of music. The elements of musical movements are mainly hand movement, pitch, expression of length and brevity, performance of dance elements, playing musical games, stepping with music (more marching) and so on.

Tasks and content for all types of musical activities are continuously reflected in the annual planning of educational materials. Literacy concepts have a special place in the music teaching materials used in grades 1-4. After all, through music literacy, students learn the basics

of music culture. The learning materials of each class are based on the principle of simple - complex, taking into account the musical interest, psychological characteristics and opportunities for learning.

In Grade 1 music literacy, children gain theoretical knowledge of the pitch and volume of music. They also get acquainted with the naming of notes, the order of singing.

The introduction of computer technology, one of the tools of information and communication technology (ICT) in the English language in the lessons of music culture, will undoubtedly increase the interest of students in the lessons and at the same time increase the effectiveness of education serves to stir. In the classroom, the student simultaneously sees, hears and communicates with the computer, as well as learns English.

The total knowledge and concepts imparted to students about music, by its nature, fall within the scope of music literacy. In particular, as an important type of music, the ability to express real life through sounds, its means of expression (language, speech), genres, structure, methods of performance, types of performance, classification



features of musical instruments is the main component. Writing notes correctly is also an important part of musical literacy. This process is especially important in the elementary grades. The teacher must explain in English that just as every word is written in letters, so is music in special characters, that is, letters that are specific to music - notes.

To do this, the teacher should explain the importance of the five note lines as follows:

Teacher Slides prepared with the help of Microsoft Computer Power Point show the lengths of the notes. On a slide prepared by the teacher, music literacy is explained in English. In addition to learning about note lengths from music literacy, students will learn the naming of note lengths in English.



Teaching music to students in English plays an important role in developing their musical knowledge.

## CONCLUSION

In summary, music literacy in English and computer-generated Microsoft Power Point slides can teach students the shape of whole, half, quarter, semicolon, and hexadecimal notes, their pauses, and their role in performance. , (major and minor), tone and half tone, alteration signs are very important.

From this point of view, the formation of musical literacy skills in English is one of the most important pedagogical problems. For every science is first and foremost mastered by its theoretical foundations. Without musical literacy, it is impossible to enjoy the culture of music, to appreciate the works of art. After all, the art of music, its powerful potential, requires, first of all, literacy of the listener. A student with musical literacy understands every piece of music he hears and learns it easily and receives spiritual nourishment from it.

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