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DEVELOPMENT OF MUSIC CULTURE FOR ELEMENTARY SCHOOL PUPILS WITH USING INTERACTIVE SOFTWARE

Abstract: This article discusses the development of music culture through the use of interactive software for elementary school pupils. A variety of literature and internet sources are used to write the topic. According to our conclusions, this topic should be studied continuously. Because there are still many new aspects to this issue.

Key words: music, elementary school pupils, interactive software, music culture.

Language: English

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Introduction

The teacher of music is not only a teacher of music and singing to students, but also a talented teacher and mentor who leads the young hearts to the music world, enriches the emotional world, enhances their aesthetic taste, and enriches their spirituality.

In the process of teaching elementary school music culture, the teacher has a number of tasks in place to help shape the students' ethical culture. The most important issue of our time is the formation of the moral qualities of high school students, and the development and upbringing of a young generation's spiritual outlook. At the same time, the importance of the music is to nurture courage and dedication to achieve the noble and noble goal of building a free and prosperous homeland [1].

The current goal of the “Music Education Technique” is to expand students' knowledge, to learn how to apply their knowledge and skills in all subjects, to engage students in a creative approach to music, and skills in the use of technical means and visual aids, as well as the use of music teaching methods and in the learning process [2].

The main findings and results

In order to form the students' ethical behavior during high school music culture lessons, teachers should use the following optimal methods;

- Teaching elementary school students to deeply examine each music teacher in order to build their moral character;
- Ensuring the precise purpose of each music culture lesson;
- The combination of teaching and learning tools in music culture classes;
- Using the consistency of each educational purpose and task;
- Using Proper selection of teaching materials related to this piece of music for each section of the music lessons;
- Selecting the most effective methods for developing students' ethical culture in music lessons;
- Taking into account the individual features of each student's musical emotional reaction;
- Organizing accuracy of music lessons;
- Encouraging students to work individually and in teamwork in primary school music classes;
- Knowing good knowledge of the individual condition of each student;
- Using different methods of moral education work to determine the depth, content, emotionality and depth;
- Paying special attention to the organization of music lessons (room entrance, exit, sitting)

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• Using music lessons equipment; (musical instruments, visual aids, textbooks, technical equipment, audio, video tapes, DVDs, VCDs, CDs, Mp 3 CDs, etc.) [3].

Spiritual values are created and popularized by political and legal ideologies, philosophies, morals, artists, artists, composers, poets and writers, theorists.

Spiritual values are from generation to generation, from one system to another. It inherits the system and has a significant impact on the development of society. As V.A. Sukhamlinsky said, the heritage of folk music will not end. It is an inexhaustible treasure and is an artistic and aesthetic source of spiritual enlightenment for young people. Music has been used as a powerful educational tool since ancient times and has been widely used in all educational systems. Outstanding statesmen, scholars, educators have been deeply influenced by all kinds of arts, including music, as a means of shaping and developing a high spiritual culture. Given by each genre of music contains a set of themes that reflect the spiritual and cultural culture of a particular nation or nation. Musical arts have a positive effect on enriching the spiritual world of citizens of our independent republic and enjoying everything that is beautiful. Highly spiritual, compelling music is characterized by the ability to reach hearts, exert a strong aesthetic appeal, and call for deep reflection on real-life events. For this reason, it is important to use as much as possible the feature of his works as artistic influences on educating people in a high spiritual and cultural spirit. The strength of the music is in its expressiveness and understanding, and the emotional impact it has on people. When nurturing a spiritually mature generation, it is important to consider this feature of music. Widespread use of the rich spiritual heritage of the Uzbek people in the upbringing can play a major role in increasing its effectiveness [4].

Music plays an important role in the formation of the culture of our society in our daily life, in the education and upbringing of harmoniously developed artistic and healthy young people.

In particular, songs created by the hardworking people in the foundations of the Uzbek music culture have inspired the hearts of the people and the works have been an inspiration for them. The human heart is able to nourish from the beauty environment while at the same time feeling thirst for beauty. Music is a system of expressive art. Music is also an event - a phenomenon. However, it is not measured by space and material, as in architecture. It is perceived by the ear, not by the sight of music. Since the theme of music is unique in its nature and cannot cover all aspects of man and reality, it primarily reflects the inner spiritual world of the person, his feelings and moods, and music is not a concept of the world as opposed to artistic or sculptural. It creates emotions and moods. Music creates a sense of reality. In music, emotions are not the same as life experiences, they are

selected, purified from random moments, and understood from the point of view of certain dreams. Music is capable of reflecting all the colors and vibrations of your human emotions. It can express the most difficult emotions, subtle feelings and moods [5].

Music is a moral (love, hate, pride, fear), aesthetic (art or nature's fervor, grandeur, tragic, comic), reflecting complex social emotions, first of all, the tone of speech or action in life. Music has great potential for expressing mood. The mood of the person is complex and it is not related to anything. The mood is generalized, the secondary sides are excluded, and the most important aspects of a person's attitude to reality are highlighted.

The power of music is its ability to display joy, sorrow, imagination, strength, depression and so on, in a personal and general way, with each other.

Music, together with the emotional aspects of the inner world, represents the spiritual world as a whole, creating the mental and willpower, the whole image. It also has the capacity to express the characteristics of the spiritual system and to create the state of the national spirit [6].

The new content of music culture envisages the education of the younger generation at the level of a cultured person who can inherit our national musical heritage and perceive the wealth of universal music. The main purpose of this is to ensure that students learn the art of music with enthusiasm. The main task of music education is to create the necessary conditions for the development of musical abilities of students, to increase their love and passion for music, to meet the needs of students interested in music [10].

State education standards are the main criteria for the development of music education. The lessons of music culture serve to foster the spiritual culture of students, to foster national pride and patriotism, to develop creative skills, elegance and artistic taste, to broaden ideas, to foster independence and initiative. As with all academic disciplines, the introduction of state educational standards in music education will allow the full use of national musical heritage. They are reflected in the popular folk songs, the performances of singers and musicians, the status, the shashmaqam, the poems and today's contemporary music.

This kind of artistic potential is a unique and unique resource for nurturing a new generation.

Musical art reflects the beauty of human relationships through the artistic expression of such concepts as selflessness, generosity, kindness, goodness, justice, courage, and patriotism.

Combining the unique and enduring traditions of music art with their modern development, they are unique and well-meaning people. Studying their creations, performances and interpretations, learning about the endless mysteries of music, and appreciating our cultural wealth opens up great opportunities for

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educating the younger generation in the spirit of love and devotion to the motherland. One of the most important aspects of musical art is that it instills good feelings and encourages people to love and cherish life. For this reason, musicians and singers have long been respected as spiritual forces. At the same time, art influences and nurtures human perceptions through social evils, such as shame and hypocrisy, greed and hypocrisy, insensibility and deception. In art, beauty is often achieved through tragedy and laughter. Concepts of tragedy, grandeur and laughter are of special value in art. As we know, to play a particular piece of music requires the skill and mastery of artists and musicians [9].

The role of the younger generation in selecting music repertoire is very important in the lessons of music culture. The songs to be taught must be ideally high artistic, interesting and diverse. Teaching the younger generation how to create a culture of musical ethical and aesthetic upbringing in the lessons of music culture, and how versatile our songs are. Life events, including the flourishing native country, are meant to give a glimpse into the beauty of the environment by describing our country, the significance of our songs and the beauty of our songs.

Choosing repertoire. This event is one of the most common forms of artistic and educational work. It helps students to understand the artistic and artistic content of the work and to learn its style. It provides the basic information about the content of the work, the period of its creation and its author. Also related to the repertoire. some of the issues related to ethics, art, music and performance history can also be covered [13].

Established in 1996, Uzbekistan is my homeland, the song festival of “O’zbekiston Vatanim manim”, “O’zbekiston qo’shiq bayrami”, “Alla”, “Folklor” and several musical contests have been organized to promote the cultural, educational, and plays an important role in developing musical qualities. As the Prophet Muhammad (PHUB) said, "Loving one's motherland is an act of faith" (from the hadith). Everyone should strive to love and protect the Motherland, to make this place even more beautiful.

Let’s have a look how music is taught in foreign countries. According to “solfeg.io” [3], there are ten interactive ways to teach music for kids:

1. Let your positive attitude shine through.
2. Incorporate practical engagement.
3. Keep boredom at bay by using a variety of tasks.
4. Teach music your students like and can relate to.
5. Technology is the twenty-first-century teacher’s best friend.
6. Encourage your pupils to interact with each other.
7. Be aware of your students’ differing skill levels.

8. Creativity is a powerful teaching tool.

9. Perform to an online audience.

10. Teaching music through games is more fun.

Solfeg.io describes how to teach music in detail as following:

Let your positive attitude shine through. Every music class is different and the constant planning can be overwhelming. Many teachers complain that they feel like they spend as much time planning as they do actually teaching. But this planning pays off and can make your teaching far more effective. Having a good strategy for planning – planning your planning, if you like – means that your time isn’t wasted. Treat your planning time as time for your own inspiration to come through. You will feel proud of your plans and putting them into action in the classroom will give you pleasure [14].

If you’ve spent time on your lesson plan and feel well-prepared then I’m sure you are excited about teaching the class. As teachers, we feel happy when we can see our carefully thought-out plans coming into fruition. Let your positive attitude and excited feeling show. Your students will pick up on your mood and learn even more than usual.

Teach Hub suggests taking this a step further and going beyond individual lesson plans. The website explains that “teachers who had a plan, not just for their classrooms but for their personal life and profession, often had greater success with their students”.

Having your own plan means you can connect with students. You can meet them on the learning journey, spreading the positivity of having direction and goals. Careful planning means you can develop a positive attitude towards your teaching career. This will be automatically passed on to students in class [3].

Incorporate practical engagement. Music is best learnt by doing, not by reading and writing. Make your lessons active and add to some energy to them! Even if you are teaching music theory there are ways to include practical activities. For younger children, games such as Magic Feet Follow the Beat present important elements of music theory in a fun way. This makes new words easy to learn.

If you think back to your own time as a school pupil, I’m sure some of your most memorable classes were where you were not just sitting there. You weren’t staring at the pages of a textbook or copying notes down from the board. The classes where you had to move around and do something are more likely to stick in your head [15].

This is great for music teachers because it’s so easy for us to incorporate physical movements and activities into our lessons.

Clapping out rhythms and singing are simple ways to get moving without any specialist equipment needed.

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Combining listening with making music is a great way to make the connection between aural and kinaesthetic learning processes.

Using one's body to play an instrument can make learning so much easier as the physical act of doing helps your students to commit the lesson to memory. Remember that even in school, to learn music you must play music, not just talk about it.

Keep boredom at bay by using a variety of tasks. There isn't much shorter than the attention span of a child today. New technologies are making it easier for us to read and learn in short bursts. It is getting harder for young people to focus on one topic or task for a long period of time. Fit your lessons to your students' concentration levels [7].

Mindchamps explains that kids can become overwhelmed when presented with a string of tasks. This makes them get bored and give up. Luckily, it is easy to avoid this scenario in your classroom.

Don't build each lesson around a single lengthy task. Break it down into short activities each lasting 5 to 15 minutes depending on the age group of your students. Teaching kids music can be done through singing, playing instruments, and listening to music. Writing lyrics or composing pieces, and learning about musicians and composers are other great ways to learn. You should mix up activities including

- listening,
- playing instruments,
- reading,
- writing,
- composing.

Each brings a different feel to your classroom, meaning students are less likely to get bored. Within each larger topic, plan to include a variety of short tasks and activities. Keep an active atmosphere in the classroom. Match the speed of each task to the age group of your students, or to each individual student where possible [3].

Teach music your students like and can relate to. Engage your students instantly by teaching them their favorite songs or genres. All kinds of music can be valuable resources for teaching and learning. There is no need to stick to the genres that have traditionally been associated with music lessons, such as classical and baroque music.

Our music teaching app Solfeg.io has a massive song library where you can find music that will appeal to your students. Use Solfeg.io to break the music down and choose specific musical elements to teach to your students. Perhaps the chord progressions, rhythm, or melodic patterns would make a good lesson, and one the students are sure to remember.

Teaching teenagers? How about a rap song by one of their favorite artists? Ask them about the music they enjoy to find out what is current and popular in their community. For younger children, you could use nursery rhymes or even theme tunes for their favourite TV programmes. Imagine the look of recognition and

surprise on their faces when you suddenly play them their favourite song.

Technology is the twenty-first-century teacher's best friend. Today's kids are digital natives, and today's tech is a great resource for education, like this article you are probably reading on a screen right now. Music is the perfect subject for using new technology in the classroom, and clever use of tech can make your teaching far more effective.

Use apps and YouTube or other video sites. Sometimes watching a video can make a lesson more memorable than listening to the same piece of music without a video. Showing videos of live performances is a great way to teach your students about how instruments are played. It is also a good way to see famous artists performing [8].

They can learn about what goes into making a concert. Depending on the genre of music this may include elements such as lighting and costume as well as rehearsing the music. MusicEdMagic describes how to use YouTube in the music classroom.

If your school provides tablets, make good use of them. Encourage students to install music apps on their phones. There are good apps for every aspect of music education, from composing and drum machines to theory and playing virtual instruments.

Encourage your pupils to interact with each other. While individual practice can be an important part of learning to play an instrument, the music classroom is a great time for interaction. Academics have described the clear benefits of collaborative learning. ResourceEd explains that collaboration is a significant element of the world of work. It is important to introduce this as part of school-based education. Collaborative learning teaches skills such as decision-making and problem-solving in a group or team context. Employers value these skills, which can be learnt beginning in early childhood.

You can teach children to collaborate with each other while you teach them music. Music is inherently sociable, whether among performers or listeners. Learning together can be far more powerful than studying on one's own. The material learnt can stay with them when they leave the classroom, and become a topic of conversation with their friends. Meanwhile the children are acquiring useful skills for their adult lives, even if they don't enter a career in music.

Putting the students into groups can also be a good way to introduce longer, more involving tasks than would be possible individually. Group projects can achieve more impressive outcomes than working alone. Take students' skill levels into account when forming groups. Change the groups between projects to create a fresh atmosphere [3].

Be aware of your students' differing skill levels. Different students have different skill levels and different needs. Make sure the tasks you set are appropriate for each student. Ideally a task should be understandable to the student, not too difficult but not

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too simple either. Right from the beginning, your students need to feel that they will be able to complete the task. A task that appears too challenging from the outset can make students give up and not try their best. Make a task into a fun experience by giving students the tools for success and encouraging collaboration [9].

Prodigy describes the concept of differentiated instruction. The website explains how to teach students with a range of skills. For example, you can create *learning stations* within your classroom. Students rotate around doing a different activity at each station. This is one way to provide learning opportunities for different skillsets.

In the music classroom, learning stations could include

- watching a video,
- writing about what they saw,
- completing a puzzle, and
- creating a short composition.

Tackling different senses such as auditory, visual, tactile and kinesthetic makes your teaching more effective for the whole class. It's easy to see how to do this with music, which can be learnt through listening, doing, watching and playing instruments.

Creativity is a powerful teaching tool. Once students begin to enjoy completing tasks, it is a good time to introduce creative projects. Give them a task with no wrong answer, such as a composition project. Perhaps they have been learning about a particular piece or style of music. The next stage in learning is to give them the task of composing their own piece in the same style.

Devoting time to creative projects like this is very important when teaching kids music. At its heart, music is not merely theoretical but practical. The best way for your students to learn music is to be immersed in it as much as possible. Learning a foreign language is most effective through visiting the country. So the language of music is best learnt through maximum immersion. Make your music classroom the place for learning this creative language [6].

Teaching children to be creative gives them a skill that goes far beyond the music classroom. This is because creativity is highly valued by employers. Furthermore, giving children a safe space to be creative can also help with behavioural issues. It provides them with a safe outlet for their feelings and emotions. Incorporating creativity into your lessons combines well with collaborative learning methods.

Perform to an online audience. Performing is an important aspect of music education. Your students can take pride in sharing their achievements with an audience. They can show their peers, parents and others what they have been learning in your class. New technology has made performing possible for anyone with an internet connection [3].

As the culmination of a large class project, give a concert together. If a traditional end-of-year school

concert is not possible, why not make a video of your students performing and share it on YouTube. If your school has good video or recording equipment, make use of it to produce a better quality video. If such equipment is unavailable, a smartphone can be used to make a reasonable quality video that can be a record of your students' achievements. If you and your students are feeling confident, you could even stream your performance live. Just don't forget to announce it to your intended audience in advance.

Besides making a video, you can make a YouTube channel for your class. Encourage your students to share the videos with their friends on social networks. You can continue to add to the channel every term and this will give you and your students a place to look back on their progress over the years.

Teaching music through games is more fun. Make a long-term lesson plan that incorporates games. Divide your students into teams and award a few points in each lesson. Depending on the class and their projects you could award a point to the best student in each lesson. You could give points for correct answers and even for a positive attitude. Decide on a monthly and yearly prize for the winning team. This works especially well with younger children. But even teenagers can enjoy a competition if the prize is attractive [12].

Being able to compete in a healthy and cheerful manner is a valuable skill for students to learn. It combines well with collaborative activities. But, it is important to make sure that no student feels left out when using a competition as part of your teaching. Keep track of prize winners and try to award a range of prizes so that every student has a good chance of winning at least once [3].

Conclusion

Strong research is needed especially in the field of national ideology, ideas of national independence, spiritual formation, cultural heritage and universal values. Developing ethical, spiritual, and moral education is the most important issue for the spiritual development of change and renewal. In the process of reviving the content of public education, music education, the task of the music director is to thoroughly study the history of our national music, our cultural heritage, our rich traditions, and to nurture the spiritual, aesthetic and moral qualities of the younger generation. Thus, the leader must have knowledge and skills in the theoretical and practical areas of music, as well as a thorough knowledge of our national music, culture and spirituality. Nowadays, there are a number of issues that need to be done in the classroom for music classes to develop students' moral values. The work to improve students' moral values will be in this period of time (from the ages of 9–1 to 14–16), where students will be able to live their lives, change their outlook, and shape their relationships with people and the environment. In this period too, music teachers are

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required to be very responsible. Music lessons, in particular, play an important role in improving students' moral values.

In conclusion, it is important to note that the structure of a music lesson is not a sustainable thematic scheme, but for mastering a thematic work, it is important for children to be more interested in music and the content of the lesson, and to achieve pedagogical goals. This will achieve the logical integrity of the lesson both in content and in meaning. Therefore, each type of musical activity used in the lesson should be an integral part of the lesson and should be focused on a specific pedagogical purpose.

Thus, a number of pedagogical objectives are identified in the lesson, each of which is achieved through one or several types of musical activities.

They may be:

- development of musical skills;
- improving music perception skills;
- improving singing skills;
- rhythmic ability to perform music, to enhance the ability to act in accordance with it.

As a result, it is difficult to develop elementary school students without developing their moral and ethical characteristics, without changing their psychology and thinking.

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