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DETERMINING THE MUSICAL ABILITIES OF PRIMARY SCHOOL STUDENTS THROUGH TRAINING

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Annotation. *This article discusses the effectiveness of using training methods to identify the musical abilities of primary school students, as well as the efficient formation of musical awareness among these students through the assessment of their musical abilities.*

Keywords: *Training, ability, shoshmaqom, music, maqom, song.*

The term "training" originates from Latin and refers to sessions conducted by trainers aimed at obtaining targeted education and performing exercises in a specific area. In this context, the trainer is responsible for conducting the training. Therefore, using the training method to identify the musical abilities, which play an important role in the musical consciousness of primary school students, is expected to yield beneficial results. Specifically, the following approach will be taken: students will be divided into groups, and each group will receive tasks based on the topics of the Music subject, with up to 15 minutes allocated to complete these tasks. After that, the groups will present their completed tasks. During the presentation process, a set of questions about the performed tasks will be provided by the trainer and training participants. The student group will demonstrate their musical abilities during the task execution process. Therefore, training exercises should be provided regarding children's music, songs, and dances. Performing such musical tasks will showcase the musical abilities of primary school students.

It is worth noting that it would be appropriate to involve specialists from children's music and art schools operating in the regions to identify the musical abilities of primary school students through training. Because they possess professional knowledge and skills in children's music art and children's musical performance. The musical abilities of the student groups will be determined through training, and it would be appropriate to use a testing training method to identify their individual abilities. Such a test should be developed by the Music subject teacher, and it must comply with the state educational standards for primary education. For example, the musical level of primary school students growing up in the context of regional musical traditions should be taken into account. For instance, students residing in the Khorezm region are likely to be familiar with Khorezm maqom music. The main songs of Khorezm maqoms start with the song called "Tani maqom" (the essence of the maqom). Therefore, when determining the musical abilities of primary school students living in the Khorezm region through training, tasks that reflect the characteristics of Khorezm maqoms should be provided.

Moreover, it is worth mentioning that Shashmaqom is widely practiced in the Samarkand, Kashkadarya, Surkhandarya, Bukhara, and Navoi regions, and the identification of musical abilities of primary school students in these regions should be based on the characteristics of Shashmaqom. Additionally, in Tashkent, Fergana, Andijan, Namangan, and Jizzakh regions, maqoms such as Shahnozi Gulyor, Dugohi Khusayniy, Bayot, and Navoi maqoms are being performed, which stem from the Fergana-Tashkent maqom routes. Thus, tasks related to these maqoms should also be included when evaluating the musical abilities of students in these regions. It is considered appropriate to provide tasks based on these maqoms in the process of identifying the musical abilities of primary school students using the training method. Identifying the musical abilities of primary school students based on the maqom art topics introduced in the Music subject will also enhance their interest in this national art. This is because maqoms form the basis of our national music art, and many national songs and melodies have been created based on them. Therefore, according to the unanimous opinion of musicologists, mastering maqoms contributes to each individual's musical development. In this regard, preparing training tasks in multimedia format featuring maqoms and examples of classical music will heighten the interest of primary school students. In the training process, each student will participate with their knowledge and skills. Thus, it is crucial to form a training group consisting of both boys and girls.

According to our approach, for example, it would be appropriate to adopt the following method to identify the musical abilities of primary school students through training based on Shashmaqom: This approach distinctly demonstrates the level of musical abilities among primary school students. It is worth noting that in the Music subject, the choir singing skills of primary school students are significant. Attention has been broadly focused on shaping. The goal is to develop the students' ability to sing as a group. Consequently, it would be appropriate to provide tasks related to the choral topics included in the Music subject in the training assignments. Choral art expands the vocal range of primary school students, cultivates their sense of community, and collective singing enhances each student's musical abilities. Conducting is one of the fundamental aspects of developing the musical awareness of primary school students to the expected level. For example, in the Russian Federation, special attention is paid to musical education for primary school students through choral performance. Here, methods such as producing sound correctly, proper breathing, and applying voice modulation when necessary are widely utilized. It should be noted that these issues are reflected in the Music subject textbooks for primary school classes. In this regard, providing tasks related to choral art in identifying the musical abilities of primary school students through the training method allows for the assessment of their group musical capabilities.

Since primary school students are in the process of physical and psychological development, it is important to consider that their level of musical ability varies. For

instance, girls in primary school often stand out for their talent compared to boys. Therefore, it is crucial to take such characteristics into account when designing training tasks. Currently, at the end of the 4th grade, primary school boys' voices... It is also necessary to consider the potential changes. All these factors are considered when determining the musical abilities of primary school students based on the training method. Therefore, in recent times, special attention has been paid to achieving effectiveness in the educational and upbringing process using the training method in our country. Primary school students also utilize training methods in the teaching process of other subjects. In this sense, this method serves as a familiar tool for primary school students, and it is possible to achieve effectiveness in determining their musical abilities by utilizing the opportunities offered by this method.

It is important to note that determining musical ability serves as a foundation for effectively shaping musical awareness in primary school students. In this regard, identifying the musical abilities of primary school students and implementing their musical education based on this is deemed appropriate.

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