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Development of Musical Talent of Specialized School Students Based on Cognitive Approach

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ANNOTATION

This article analyzes the types of general abilities and special abilities, aspects of musical abilities, pedagogical and psychological approaches to musical abilities.

KEYWORDS: ability, musical abilities, general abilities, special abilities, musical tone, sound, emotions, perception, specialized school.

Introduction

It is known that most types of art are not material wealth for man in the literal sense, but rather it is spiritual wealth. After all, hunger and thirst cannot be overcome with art. However, people always feel the need for art, especially music.

It should be noted that the satisfaction of aesthetic needs through the art of music will not be directed only to a single individual: music satisfies humanity's aesthetic desire for pleasure, beauty, grandeur, curiosity. After all, this situation is an aesthetic need born with an aesthetic feeling in life.

Main part

According to the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 9 of January 9, 2019 "On the organization of the activities of specialized schools of art and culture and boarding schools", the priority of specialized music schools is to educate talents in the field of music, provide them with thorough education, and properly direct their abilities and potential.

Children's music schools are the first stage of music education, educating cultured amateur musicians, and professionally talented students are prepared for admission to music institutions of higher education.

Musical education relies on a cognitive approach to identify and develop children's talents. Cognitive approach is an approach to education based on the principles of cognitive psychology, taking into account the different cognitive styles characteristic of certain groups of learners, schoolchildren who attend here.

It is known that the ancient Greeks created a wonderful myth about the singer Orpheus. According to the legend, when Orpheus sang to the accompaniment of a musical instrument called the kypher, the whole

creation froze under the influence of a strange magic, and peace and tranquility reigned on earth. No one, not even the hidden dark forces, can break the inspiring song of Orpheus. This is how the ancient Greeks recognized the power of music.

It can be said that the art of music, along with the development of aesthetic feelings of a person, creates a feeling of joy in a person, teaches the aesthetic perception of the world, enriches his spiritual worldview, and helps to understand the beauty of nature more deeply.

It is known that art is one of the forms of social awareness, a component of the spiritual culture of mankind, a specific type of practical-spiritual understanding of the world. Different forms of art reflect reality, its events with the help of specific methods and images. For example, in music, a musical melody is formed as a result of the interconnection, harmony and harmony of sounds. In fiction, such a situation is created by words and images.

In some types of art, real life breathes, relief images appear in the imagination of a person. Even in the musical form of art, which is far from the task of direct representation, according to the rule of the listener, "the internal experiences of the hero absorbed in the harmony of the melody and musical tone can be clearly seen before the eyes of the viewer".

It is known from history that in 525 BC, the rise of the Central Asian peoples in the political field had an impact on the culture of the surrounding neighboring countries. Along with the introduction of cuneiform writing, Zoroastrian doctrine and its holy book "Avesta" spread widely in Iran and North India, which proves our point. Of course, the monuments of culture and art created in those times are theoretically uncomplicated sources. But in that period, fiction and folklore matured. This phenomenon ultimately led to the formation of a new gloss of musical tones.

Also, in Central Asia, there were more ancient customs and beliefs, of course. Shamanism is one of them. The Greek historian Herodotus wrote about certain massagetes who would sit in a circle around a fire, get intoxicated by the smell of incense, and then dance and sing.

It should be noted that no holy book in the world has been exposed to such fierce opposition from enemies as "Avesta": for centuries it faced countless blows, it was forbidden to interpret it, it was thrown into the fire. The research carried out in the last century and especially in the last decades presents theoretical conclusions about the place of "Avesta" in the development of musical art, its importance in improving musical knowledge, and issues of musical education. In this regard, the scientific works of V.A. Struve, K.V. Trever, S.P. Tolstov, I. Markwart, H. Newberg, E. Benvenist, T. Mahmudov, A. Irisov, A. Mahkam can be specially recognized.

If we take the art of music on a wider scale, we can see that world art has been formed since ancient times. It is known that ancient music aesthetics and music theory were closely related to ancient science and philosophy. For example, let's take the ancient Greek philosophy, ancient masters of music aesthetics - Pythagoras, Plato, Aristotle, Xenophon, Democritus - had high musical knowledge at the same time. In particular, Pythagoras recognizes that one of the aesthetic criteria for studying the objective and subjective causes of events is the art of music. Emphasizes the primacy of humanist ideas in music.

From the second half of the 9th century, necessary conditions were created for the development of science, culture, especially the art of music. Dozens of scholars from Central Asia became world famous in the history of medieval science with their scientific works related to the art of music. Great scholars such as Al-Farabi,

Ibn Sina, Al-Khwarazmi not only created scientific works on "musical science" (theory of music), but also opened a new era in the history of the development of Eastern music science.

In many countries of Western Europe during the Renaissance period, great achievements were made in terms of music theory and music aesthetics. This is largely due to the general rise of philosophical thinking and the growth of interest in the problems of aesthetics. During this period, advanced representatives of music theory developed notation mainly related to the development of compositional music and systematization of rhythm.

Musical education is a comprehensive concept. It is a spiritual phenomenon that appears when a person is born, born, and formed. After all, every tone in nature gave birth to music. The path of development of the art of music has never been smooth. This path can be likened to a straight line. Music existed in all nations in all ages. However, it is clear from history that in the development of artistic traditions there were retreats and breaks, as well as steep ascents.

Musical education develops emotions, enhances aesthetic sense, educates taste. Musical education raises the spirit of a person, helps him to discover the beauty of life and nature, excites him and awakens love for healthy, beautiful qualities in people. At the same time, he solves some educational issues and gives people a great life lesson.

Conclusion

In conclusion, the art of music is a separate field rather than a science, with a slightly different goal, and at the same time it cooperates with science. A musical work may also contain material that resembles information provided by scientific research. After all, the nature of knowledge given by art is unique. This is not only theoretical, but also practical knowledge, increasing a person's direct life experience.

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