



# Development Of Pupils' Creativity In Music Lessons As Condition For Formation Of Their Musical Culture

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## ABSTRACT

The development of students' creative abilities in music lessons at school occurs organically, as they immerse themselves in the subject, as students' artistic thinking is formed. Creativity is potentially inherent in all people and can be developed in all children to one degree or another. It is important to awaken the need for their development in time.

### Keywords:

school, music lessons, pupils culture.

The ability to create is formed and developed on the basis of mastering existing standards of music and requires the manifestation of creative activity of students. This means that achieving the goal of musical education, focused on the formation of the musical culture of students, is possible through their direct involvement in this very creative process, that is, in musical activity. Creative tasks activate students' creative thinking. Their implementation is not limited to a certain search framework. The requirement for completing such tasks is the originality of the result and its persuasiveness. Creative tasks are fundamentally feasible for students, regardless of the degree of difficulty. They should be of interest and relevant to students.

Creativity is the ability to produce unusual creative ideas, deviate from standard patterns of thinking and behavior, and quickly and correctly solve problems and problematic situations. Creativity allows a person to constantly search and find the optimal way out of a situation, overcome or reconstruct it. It is music lessons that can contribute to the development of creativity in schoolchildren. By its amazing ability to evoke creative activity in a

person, art takes first place among all the diverse elements that make up the complex system of human upbringing. An integrated approach to the education of a creative personality covers a wide range of issues related to the problems of general aesthetic and moral education.

The inextricable unity of the ideological, worldview, spiritual and artistic is an essential condition for the personality of a growing person, the versatility and harmony of its development. The value of creativity, its functions, lie not only in the productive side, but also in the creative process itself. Each historical period of our country is associated with glorious creative people. Society's need for creative, active, gifted and spiritually developed citizens is relevant and significant today. This is confirmed by the modern CONCEPT of teaching the subject area "Art" in educational organizations of the Russian Federation. It states that art has the ability to indirectly transmit spiritual, moral, aesthetic and artistic traditions, contributing to the development of the artistic culture of students and the value

perception of works of art and objects of artistic culture.

The study of academic subjects within the subject area "Art" is aimed at introducing students to the sphere of spiritual life of society, at developing artistic and value orientations in the surrounding world, spiritual and moral principles and the ability to creatively master the environment. The relevance of creativity in the pedagogy of the Russian school is also observed in "21st Century Skills", where a different set of elements is identified, but the general direction can be clearly traced: these are universal competencies associated with the ability to think critically and creatively.

Pedagogically significant guidelines for the education of a creative personality are concentrated in such characteristics as developed abilities, needs for transformative activities, a sufficiently large amount of acquired knowledge and skills, a combination of analytical and intuitive thinking, the ability and desire for life creativity and research. Finding methods and techniques for developing creativity in music lessons identified the problem of pedagogical experience. A creative person is a person who has flexible thinking, free imagination, fantasy, intuition in any field of activity, which is the main goal of modern education - the formation of a socially active personality of a schoolchild, capable of fully realizing himself in new life conditions.

The concept of "creativity," in my opinion, includes the following key principles, without which the development of students' creativity is impossible. Constructiveness. The result of creative activity can be used both by the student himself for his subsequent work, and by the teacher as didactic material for younger students: drawings, projects, essays, slide shows, brochures about composers and musical instruments will enliven a music lesson, make it more vibrant and interesting, crosswords, puzzles, can be used as final works. Children always complete tasks done by students like themselves with much greater interest. Seeing other students' work in class stimulates them well

own creative activity. The joy of discovery. Creative activity allows the student to express

himself, to recognize himself as the creator of his activity, it increases his self-esteem. The child feels like an individual, which becomes an excellent incentive for his further creative activity. Unity between student and teacher. A teacher who wants to develop creativity in his students must be a creative person himself. When communicating with a child, he must show him examples of creative behavior and activity. In the process of this activity, an amazing unity between teacher and child occurs, which allows the student to see the teacher as an adviser and assistant. Activity. The ability to produce new ideas and find unconventional ways to solve problems, think independently, and make decisions are the main features of creative behavior. Without them there cannot be a creative person.

Internal motivation, internal motivation, and cognitive interest are very important here. If a child is not interested, it is impossible to force him to be active and there can be no talk of any creativity. Talent. Every child is talented, talented in their own way. The teacher needs to be able to recognize this talent in time and create favorable conditions for its development. Ingenuity. Ingenuity can manifest itself in everything: in an unusual form of presentation of musical material, non-standard musical thinking, a wealth of ideas, and a variety of ideas. Creative people must take risks because they are forging a new path - a path untraversed by anyone in the past. Inspiration. It is impossible to conduct creativity lessons without inspiration. This process is interpenetrating: it goes from teacher to student and from student to teacher. Inspiration is manifested through the atmosphere, views, remarks, actions. It is on the wave of inspiration that students develop to their maximum height. Novelty. Often this is not just the creation of something new, but the creation of something new for given difficulties in work, uncertainty, and gaps in knowledge. Sometimes creativity begins with a new vision of a known problem situation. Originality. A creative person almost always and everywhere strives to find his own, different from others, solution (be it simply his own, different from others, interpretation of a piece of music). Originality of thought, the possibility of

obtaining answers significantly different from the usual, non-standard thinking and perception of the world - this is what needs to be developed in students.

**Creation.** Creativity is always a process of creation: the creation of ideas, forms of their implementation. Creation. The teacher should include sections in the curriculum that would allow students to demonstrate their creative abilities, test the material learned in such a way that students have the opportunity to apply and demonstrate their creative potential. Questions that encourage students to think creatively usually contain the following tasks: a) imagine, b) compose, c) reason, d) propose a hypothesis, etc. Learning should be "problem-based", that is, it should contain elements of exploratory search and must be built as an independent creative process. Then learning is no longer a reproductive, but a creative activity, then it contains everything that can captivate, interest, and awaken a thirst for knowledge. Gentleness and tolerance on the part of the teacher.

Of great importance at this age for the development of adolescents' creative abilities is the recognition of their skills and achievements, maintaining the teenager's confidence in the effectiveness of his activities and positive self-esteem among students. A child who is confident in his abilities will be more likely to act according to his own understanding than one who is not confident in his abilities. This process is quite complex, and its effectiveness largely depends on the adult.

A teacher working with teenagers must understand that excessive criticism and a disdainful attitude towards his achievements can lead to the fact that a capable and creatively gifted, initiative student not only ceases to be such, but also begins to behave in a completely opposite way.

Based on these key principles, you can raise a truly creative child. In my work I use project activities in music lessons. Design and research activities are creative in nature, being organically included in the educational process, they can enrich it and provide additional development opportunities.

The project method is based on the development of creative and critical thinking,

cognitive skills of students, the ability to independently construct their knowledge, and navigate the information space. Students solve a problem, applying the necessary knowledge, sometimes from different areas, and get a real and tangible result. An interesting form of individual and collective activity of students, which ensures continuity with elementary school, are various types of improvisations: speech, vocal, rhythmic, plastic, as well as artistic improvisations.

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