



OPPORTUNITIES FOR ORGANIZING CHORAL PERFORMANCE IN MUSIC LESSONS OF GENERAL SECONDARY SCHOOLS

Rakhimov Ravshan Naimovich

Associate Professor, Department of Music and Fine Arts,
Bukhara State Pedagogical Institute

Rahmatullayeva Feruzabonu Zarifovna

First-year Master's Student, Major in Music Education and Arts,
Bukhara State Pedagogical Institute

Abstract

The article examines the ways of organizing choral performance in music lessons of general secondary schools, vocal voice development, singing culture, the formation of students' musical emotions, spiritual world, deep philosophical and social thinking. It also analyzes the valuable ideas of Eastern thinkers Al-Farabi and Ibn Sina, as well as the Greek philosopher Plato, concerning the interrelation between musical education and moral upbringing, and the spiritual maturity of an individual. In addition, the decrees of the President of the Republic of Uzbekistan on the development of national music are reviewed.

Keywords: Vocal-choral, music, aesthetics, musical sound, morality, thinker, vocal voice, beauty, live performance.

Introduction

Music has a powerful influence on the human psyche and leads a person into the world of aesthetics. Music equips individuals with refined taste and provides spiritual nourishment.

The continuous education and upbringing system plays an important role in raising the younger generation as healthy and well-rounded individuals. To achieve this, teachers must master modern teaching methods alongside educational theory and develop skills to apply them effectively in pedagogical practice.

According to the great thinker Abu Nasr al-Farabi, "Music is a rare art and a force that leads to goodness." The great astronomer Abu Rayhan Beruni stated: "Whoever



wishes to learn wisdom should, from childhood, strive to receive education from knowledgeable and wise people. Only then can one reach perfection.” Therefore, in modern times, music teachers are required to demonstrate responsibility, innovative approaches to their subject, and a deep understanding of its methodology.

In general education schools, the main goal of music culture lessons is to develop students’ musical culture by fostering interest in music. Through melody and rhythm, music inspires individuals to strive for goodness, preserve beauty, and develop feelings of love for nature and the homeland, thereby enriching their spiritual world. The great poet and thinker Alisher Navoi deeply explored aspects of musical education in his works and stated: “Music is an important foundation of social life. Only music brings clarity, harmony, and a sense of inner satisfaction to the human heart and makes a person happy.”

The renowned educator A. Avloni wrote: “Educators are like doctors: just as a doctor treats bodily illnesses, a teacher influences a child’s intellectual development and concentration through music, cultivating purity, loyalty, kindness, respect for elders, and love for the homeland.” He also emphasized: “Education for us is a matter of life or death, salvation or destruction, happiness or misfortune.”

Research Object:

Music teachers in schools are professionals who instill elevated feelings in the younger generation, foster love for the homeland, and encourage striving for beauty, preservation, and creation.

In the creative development of children’s musical abilities, vocal-choral activities are especially significant. The ability to engage students in singing largely depends on the teacher’s skill in performing exercises or songs beautifully. Vocal-choral work with children is often based on imitation of the teacher’s voice. Therefore, teachers must continuously work on improving their vocal quality and form students’ understanding of vocal sound.

When conducting vocal-choral activities, teachers should clearly understand voice tuning and be aware of the vocal range of primary school students (do1–do2), the working range (mi1–fa1–sol1), and the most comfortable primary tones for singing (sol1–la1).



Stages of Teaching Songs in Music Lessons

Teaching songs in music culture lessons is carried out in several stages:

1. Drawing students' attention to the song.
2. Introductory remarks by the teacher (brief information about the authors, content, and historical features of the song).
3. Analysis of the song (means of musical expression, mode, tempo, meter, rhythm, dynamic markings).
4. Teaching the song by dividing it into musical phrases (proper breathing, sustaining phrases, working on performance quality).
5. Achieving artistic performance (a short discussion summarizing students' impressions of the song).

Methods Used:

The same multi-stage approach is applied in teaching songs during music lessons, emphasizing attention, explanation, analysis, phrase-based learning, and artistic performance.

According to the Greek philosopher Plato, the strength of a state directly depends on what kind of music, melody, and rhythm prevail within it. He believed that a state needs music that elevates individuals morally and spiritually.

Ibn Sina also acknowledged the emotional power of music, reflecting this in his medical works and recommending it as a healing method for mental illnesses. In *The Canon of Medicine*, he described the importance of music in child upbringing: "For a child's physical strengthening, two things are necessary: gently rocking the body and the mother's lullaby. The first benefits the body, the second the soul."

Results

Through vocal-choral skills, students deeply perceive the meaning of song lyrics and musical melody, learning about life through the content of musical works. To achieve these results, it is essential to consistently develop vocal-choral skills and strictly adhere to them during choral singing. Only through these skills can a pleasant, harmonious, and pure choral sound be achieved.

In addition to the above, deep understanding of a musical work's essence is crucial for beautiful and effective performance. Therefore, careful analysis of the selected



piece, identification of breathing points (phrases), and proper breath control—especially avoiding interruption of syllables—are essential.

Scientific Novelty:

Choral singing in music lessons involves all students collectively. Choral performance is a complex psychological and physiological process. In music education, choral singing serves as an important tool for developing essential practical performance skills, such as vocal production, ensemble coordination, intonation, breathing, and pronunciation.

Conclusion

One of the main objectives of music lessons in general education schools is to introduce students to the world of aesthetics and provide spiritual education. By acquainting students with specific musical works and performing them expressively and “live,” teachers capture students’ attention, develop their speech, thinking ability, worldview, and actively influence their emotional experiences. Music lessons aim not only at knowledge acquisition but also at developing students’ attitudes toward reality, forming aesthetic culture, and nurturing inner emotional qualities.

REFERENCES

1. O‘zbek milliy maqom san’atini yanada rivojlantirish chora- tadbirlari to‘g‘risida O‘zbekiston respublikasi Prezidentining qarori, 17.11.2017yildagi pq-3391-son
2. M. Mirabdullaev. Vokal va zamonaviy musiqa (O‘quv – uslubiy qo‘llanma) Namangan-2018 3-bet
3. G. Sharipova, G‘. Najmetdinov, Z. Xodjayeva “Musiqa o‘qitish metodikasi va maktab repertuari”. (darslik). Andijon 2020y 28-bet
4. Qodirov R. G‘. “Musiqa psixologiyasi” T: Musiqa. 2005- yil 7-b
5. Rajabov I “ Maqomlar” T: San’at. 2006-yil 18-b
6. Saodat Muzafarova O‘quvchilarda vokal ijrochiligi namunalari asosida musiqiy madaniyatni shakllantirish (“do mi sol” ko‘rsatuvi misolida) “Oriental Art and Cultur” Scientific Methodical Journal / <https://oac.dsmi-qf.uz> Volume 5 Issue 3 / June 2024
7. Naimovich, R. R. (2025, June). METHODS OF USING NATIONAL MUSICAL INSTRUMENTS IN MUSIC CULTURE LESSONS. In International Conference on Educational Discoveries and Humanities (pp. 220-223).



8. Naimovich, R. R., & Xidoyatjon o'g'li, H. A. (2025). MUSIQA MADANIYATI DARSLARIDAVOKAL-XOR MALAKALARINI RIVOJLANTIRISH IMKONIYATLARI. Лучшие интеллектуальные исследования, 46(5), 404-412.

9. Rakhimov, R. N. "FOLKLORE ART, AS AN IMPORTANT FACTOR IN THE STUDY OF NATIONAL VALUES." Western European Journal of Linguistics and Education 3.2 (2025): 157-159.

10. Naimovich, R. R. (2025, March). THE MUSICAL CULTURE OF STUDENTS THE IMPORTANCE OF FOLK ORAL CREATIVITY IN ITS RISE. In International Conference on Medical Science, Medicine and Public Health (pp. 147-151).

11. Rakhimov, R. N., and O. Sh Sharipov. "THE ROLE OF MUSIC ART IN THE FORMATION OF A HIGHLY SPIRITUAL PERSONALITY IN YOUTH." International Conference on Multidisciplinary Sciences and Educational Practices. 2024.

12. Naimovich, R. R. (2025, March). THE MUSICAL CULTURE OF STUDENTS THE IMPORTANCE OF FOLK ORAL CREATIVITY IN ITS RISE. In International Conference on Medical Science, Medicine and Public Health (pp. 147-151).

13. Rakhimov, R. N., & Sharipov, O. S. (2024, December). THE ROLE OF MUSIC ART IN THE FORMATION OF A HIGHLY SPIRITUAL PERSONALITY IN YOUTH. In International Conference on Multidisciplinary Sciences and Educational Practices (pp. 240-245).

14. Rakhimov, R. N. "THE IMPORTANCE OF FOLK SONGS IN YOUTH EDUCATION." Web of Teachers: Inderscience Research 2.2 (2024): 45-48.

15. Рахимов, Равшан Наимович. "РОЛЬ И ЗНАЧЕНИЕ МУЗЫКИ В СОЗРЕВАНИИ ЛИЧНОСТИ." Proceedings of Scientific Conference on Multidisciplinary Studies. Vol. 3. No. 2. 2024.

16. Рахимов, Равшан Наимович. "МУЗЫКАЛЬНО-ЭСТЕТИЧЕСКОЕ ВОСПИТАНИЕ УЧАЩИХСЯ НА ОСНОВЕ РАЗВИТИЯ ВОКАЛЬНО-ХОРОВЫХ НАВЫКОВ." FRONTIERS OF KNOWLEDGE AND INTERDISCIPLINARY DISCOVERY 1.1 (2025): 33-41.

17. Rakhimov, Ravshan Naimovich. "Science and Education." vol 3: 1588-1593.

18. Naimovich, Raximov Ravshan, and Hikmatov Asadbek Xidoyatjon o'g'li. "MUSIQA MADANIYATI DARSLARIDAVOKAL-XOR MALAKALARINI



RIVOJLANTIRISH IMKONIYATLARI." Лучшие интеллектуальные исследования 46.5 (2025): 404-412.

19. Rakhimov, R. N. "FOLKLORE ART, AS AN IMPORTANT FACTOR IN THE STUDY OF NATIONAL VALUES." *Western European Journal of Linguistics and Education* 3.2 (2025): 157-159.

20. Рахимов, Р. Н. (2024). РОЛЬ И ЗНАЧЕНИЕ МУЗЫКИ В СОЗРЕВАНИИ ЛИЧНОСТИ. In *Proceedings of Scientific Conference on Multidisciplinary Studies* (Vol. 3, No. 2, pp. 122-126).