Formation Of Cognitive And Creative Activity In Students Of The Senior Classes In The Process Of Studying The Creativity Of Uzbek Composers

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ABSTRACT

The article defines the cognitive and creative activity of students, reveals pedagogical situations aimed at improving the cognitive and creative abilities of students based on the material of modern classical Uzbek music.

KEYWORDS

Cognitive and creative activity, students, Uzbek composers, historical and cultural information, creativity, comparison, pedagogical situations, types of tasks.

INTRODUCTION

In the Decree of the President of the Republic of Uzbekistan "On measures to educate physically healthy, spiritually and intellectually developed youth, raising the system of their education to a qualitatively new level" ПК-3907 of 14.08.2018, SZ, N 33, Art.677 [1], Resolution of the President of the Republic of Uzbekistan "On measures for the innovative development of the sphere of culture and art in the Republic of Uzbekistan" PP-3920 dated
26.08.2018. It is emphasized that the increase in the importance of the formation of creative abilities, cognitive activity and the independence of the skills of making non-standard decisions is associated with new social conditions that require competitiveness and rapid adaptation from the future citizen and specialist to changing social, cultural, material, professional conditions.

THE MAIN RESULTS AND FINDINGS

The development of the creative and active-cognitive qualities of the personality of students is a particularly relevant direction for the process of their introduction to the art of music within the framework of a general education school, which is due to:

- The creative nature of musical art;
- Consideration of a music lesson as a result of artistic creativity, the manifestation of passion, initiative and productive creativity in the joint activities of the teacher and students.

One of the significant factors of the educational process, influencing the intensity of the cognitive activity of students, is cognitive and creative activity. An active attitude to the world, to the process of its cognition, reflects curiosity, "thirst for knowledge", which are an expression of the cognitive orientation of the individual, which has a positive effect on the general development of students in general education schools. This activity becomes successful and productive when it is saturated with the search for new knowledge, has strong internal motives based on such mental processes as the development of memory, thinking, will, imagination.

Cognitive activity is considered as a personal education that expresses lively participation, mental and emotional responsiveness of the student, expressing the search orientation of educational activity, value attitude to knowledge, and appeal to various sources of information. On the background of cognitive activity, cognitive independence is formed. Sh.Sh. Abdullaeva considers cognitive creative activity as constructive, in which the cognitive, creative abilities of students are activated, in which a deeper penetration into the essence of the issues studied, the developed independence of students, the novelty of their judgments and conclusions is manifested.

Cognitive activity is a complex personal education that develops under the influence of a wide variety of factors: subjective (curiosity, perseverance, will, motivation, diligence, etc.) and objective (environmental conditions, teacher's personality, teaching techniques and methods). The activation of cognitive activity presupposes a certain stimulation, strengthening of the cognition process. Cognition itself can be represented as a sequential chain consisting of perception, memorization, preservation, comprehension, reproduction and interpretation of the knowledge gained.

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Based on the outlined points of view on the essence of knowledge, creativity, activity in learning, we put forward the following definition: cognitive and creative activity is purposeful, proactive efforts of an individual aimed at creating a new product in the process of cognition and practical activity.

Cognitive and creative activity of students in the learning process is characterized by intellectual and emotional activity responsiveness to new knowledge and
learning tasks, creative productive orientation of learning, attitude to the educational task as a creative problem, the advancement of an original opinion, judgment, solution, in contrast to a simple repetition of already known, preference for creative tasks or with elements of creativity, vision of new sides and questions in the educational problem. Cognitive - creative activity is manifested in students of the same age in different ways.

The constituent elements of cognitive and creative activity are interest, purposeful activity in the learning process at school.

However, the development of cognitive activity and creative thinking of students is hindered by the lack of elaboration of the structure, methods of cognitive and creative development, creative thinking, the lack of a clear system of creative development of students.

An important role in the formation of cognitive and creative activity among students of general education schools is played by lessons of musical culture, which develop not only the creative sphere of the individual as a result of educational activities, but also form musical culture and musical abilities.

The need for music determines the level of development of the student's personality in the process of studying the subject "Musical culture" and appears in two main forms: the need to assimilate the cultural values represented by the world musical culture and the need for direct participation in musical and practical activities. The development of an aesthetic need to expand the musical horizons and repertoire of listening to music contributes to the formation of knowledge, skills and abilities aimed at studying the entire world musical and Uzbek musical culture.

The study of the work of such composers as Mukhtar Ashrafi, Suleiman Yudakov, Mirsodik Tadjiev, Ulugbek Musaev is of great importance in the formation of the cognitive creative activity of high school students. It is their symphonic music (Second Symphonies by M. Ashrafi, Third Symphonies by M. Tadjiev, symphonic suite from the opera "Aler" by S. Yudakov) opera music ("Buran", "Dilarom" by M. Ashrafi, "Tricks of Maysara" by Suleiman Yudakov, " The King of Beasts "by A. Mansurov), ballets (" Amulet of Love "by M. Ashrafi," Tanovar "by A. Kozlovsky," Tomiris "by U. Musaev) are aimed at in-depth perception and enjoyment of music, manifested in the conscious need for systematic communication with her [6,7].

Activity in learning is a didactic principle that requires the teacher to use methods and forms of organizing the learning process that would contribute to fostering students' initiative and independence on the basis of a solid and deep assimilation of knowledge, the development of the necessary skills and abilities, the formation and development of their abilities [8, p.17]. Pedagogy. Great modern encyclopedia. - Minsk: Modern Word, 2005. - 720 p.

The teacher stimulates, activates cognition. His actions are to strengthen each of the stages of cognition (less often one or more) with the help of various techniques and exercises. It is according to this logic that developmental education programs are built: through the constant organization of conditions for intensive cognitive activity to habitual cognitive activity, and then to an internal need for self-education.

The peculiarity of any kind of art, including musical art - its connection with many historical, political, artistic factors - turns it into an inexhaustible source of knowledge,
aesthetic experiences, one's own creativity at different levels - listener, performer (at a level accessible to schoolchildren), analyst - critic, writer, improviser. An important condition for the formation of cognitive creative activity of high school students is not only the artistic value of the work, but also the "cultural field" of its content.

Thus, the deepening of students' perception of the unique musical material of U. Musaev's ballet "Tomiris" is enriched with information from the history of the 6th century BC. about the war between the queen of the Massagets Tomiris and the Persian king Cyrus. High school students will learn that the legendary historical theme of the ballet "Tomiris" is reflected not only by the authors of the ancient world (historians Strabo and Jordan, writers Polien and Cassiodorus), but also in the story of the Uzbek writer Y. Ilyasov "Spotted Death".

To create pedagogical conditions and situations that encourage creative activity, the development of the creative abilities of students, we used various types of tasks.

The first type of tasks (after getting acquainted with the libretto and the first fragmentary listening to excerpts from the ballet) highlight the main characters (Tomiris, Spargapa, Rayyad) and characterize the feelings of the characters expressed in the music. deceased son) revealed to the students the organic unity of the pedagogical and aesthetic orientation of the best compositions.

The second type of tasks - determination of the means of musical expression (elements of a lullaby, heavy descending melodies of winds (horn and bassoon). In the performance of this type of tasks, such educational and creative operations as listening - repeated, fragmentary, analysis, comparison, comparison, which form the basis of the aesthetic guidelines of students in musical art and their own artistic and productive activities.

The third type of tasks - organization of free expression of opinions about the musical and emotional impressions of schoolchildren, about the historical facts underlying the ballet, about the characters and actions of the characters, about music, about the most liked musical fragments.

The fourth type of tasks – introductory and illustrative, associative. Acquaintance of students with the image of Queen Tomiris in the paintings of P. Rubens, F. Allegrini, Luca Ferrari, Mattia Preti, Gustave Moreau, in the sculptor Severo Calsetta. Students are encouraged to compare the paintings of these artists with the music they hear and their own ideas and impressions. This type of tasks contributed to the activation of the operations of combining the elements of the whole, manipulating the connections between different images, works of art, free arrangement of components depending on the characteristics of perception and creative abilities of each student.

CONCLUSION

The creation of such situations significantly increases the level of cognitive and creative activity, which is manifested in the identification of patterns of cause and effect relationships, the establishment of general principles operating in different conditions. As a result, creative activity is formed, methods of acquiring knowledge are improved, emotional and logical memory is activated, imagination works more intensively, which
leads to a productive course of cognitive, artistic, aesthetic and creative activities of schoolchildren.

Forming musical-historical knowledge in the lessons of musical culture, students of secondary schools comprehend each musical phenomenon from the standpoint of general cultural and historical processes, analyze musical works and get ideas about their drama, characteristic features of the style of one or another Uzbek composer. Schoolchildren learn to reveal how the ideas of time are embodied in specific musical phenomena, and how a given musical phenomenon is assessed against the background of a certain historical process as a whole. As a result, personality traits such as cognitive, creative activity, independence, cognitive interest are formed.

REFERENCES

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