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## HISTORICAL ROOTS OF THE HARMONY OF MUSIC AND SONG LYRICS

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**ABSTRACT:** The article describes the educational value of the combination of music and song lyrics, its brief history. Talks about the aesthetic education of students through the content of musical works taught in the lessons of musical culture in secondary schools, on the basis of which proposals are made.

**Keywords:** “Avesto”, music history, musical culture, musicians and composers during the reign of the Temurids, oriental literature, comprehensive school, musical culture lessons, musical science, performance of the song, student

### INTRODUCTION

Ever since the human mind began to take shape, a sense of yearning for beauty has formed, and people have expressed their feelings and emotions through songs at seasonal ceremonies. This is especially true of the ancient songs of Ramadan and Navruz. In fact, the songs are so beautiful that they make people wonder.

The earliest written information about the song is contained in the Avesta, the sacred book of the Zoroastrians. The book tells how they worshiped fire and sang ancient ritual songs about it<sup>1</sup>.

The appearance of the song, in connection with the needs associated with its performance, gradually led to the creation of various musical instruments. Here are the names of ancient musical instruments, such as setor, rubob, nai, dapp, doira, the way they are performed is directly related to the sounds of music at the events of the Navruz holiday, various games, and archery competitions. that

such rituals were widespread among the peoples of the Pamirs<sup>2</sup>.

Later, with the formation of human thinking, ways of performing songs from poetic texts in melodic harmony began to open up.

With centuries of experience in the field of music and singing, the work of well-known musicologists began, and the first samples of special schools began to appear in the central cities.

It is here that Samarkand, a major center of education, is mentioned in some sources as a city of music and hafiz. In addition to mastering various areas of science, they also paid great attention to the popularization of the science of music, which gives beauty and grace to the human psyche.

It is well known that the science of music is directly connected with the direction of aruz, which is widely studied in the East, and with classical poetry created in the same

<sup>1</sup> History of Uzbek literature

<sup>2</sup> O.Madayev T.Sobitova Folk oral poetry T. Shark 2001, p.152



direction. This means that only those who are aware of the harmony of music and artistic poetry are able to create unique works of art and pay special attention to delighting the audience.

Of course, in the fulfillment of this glorious task, the cooperation of musicologists, poets, singers, their centuries-old experience is inextricably linked with the methods invented by each artist with creativity. The basis of this cooperation is diligence, sharp thinking, strong memory, high spirituality.

When we look at the history of music, we see that its roots go back to the Middle Ages. In the 9th-10th centuries, the science of music developed directly together with the encyclopedic scientists Abu Nasr al-Farabi, Abu Raykhan Beruni, Ibn Sina. We know from sources that during the reign of the Temurids, along with the poets who lived and worked in Samarkand, well-known musicians, composers, musicologists and singers worked in the 16th-17th centuries<sup>3</sup>. Amir Ali Akbar Samarkandi, Bakoy Mawlana, surgeon Baki, doctor, poet, musicologist, Darvesh Ahmad Kanuni, Darvesh Buzgoli Samarkandi, Kavkabi Mawlana Khoja Muhammad bin Abulhasan Samarkandi. Among them are Kokhi Mavlon Kasim Samarkandi, Mutribi Samarkandi Pirmuhammad Kulol, Riyazi Samarkandi, Safai Samarkandi Ustad Tolaki noi Samarkandi.

Some of the named musicians are professionals, while others are musicologists, composers, musicians, and songwriters. Basically, they demonstrated their skills in

home hospitality, among the students of the madrasah, who are fans.

Especially in the premises of madrasas, which are considered important educational institutions, spiritual consultations took place in the harmony of music and song, as well as in interesting conversations about poetry, their artistic analysis. Therefore, in their encyclopedic works of various sciences, they scientifically substantiated their views on the musical instruments created in their time, their methods of performing and creating songs.

Of course, the methods invented by musicologists, poets and performers have played an important role in the accomplishment of these glorious tasks. This process has been perfected and improved over the centuries. So, we can say with confidence that the love of art and literature in the mind of a person originated in those days when he was directly involved in education and upbringing.

However, in order to interpret samples of music and oriental literature, a deep understanding of the essence of the text requires the applicant to have a sharp mind, memory associated with long-term memory, and a high level of spirituality.

At present, music is one of the main subjects of the school curriculum. In particular, at music lessons in grades 5-7, folk songs, songs from epics, maqoms, classical music, oriental songs, pop music, as well as works related to modern opera and texts of other songs.

Of course, the main goal of music lessons is to teach students to feel the aesthetic taste and beauty through the knowledge of music. At the same time, music that affects the psyche of a schoolchild can be compared to an elegant mirror that reflects the level of early

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<sup>3</sup> See Samarkand City of scientists and poets, Samarkand, 1967



life reflections, ideas, thoughts and experiences.

If a student listens to conversations about music in the family, plays a musical instrument or sings a song, then the presenters show not only ingenuity, but also high aesthetic taste. When it comes to aesthetic taste associated with song performance, it is also inextricably linked with the field of artistic taste, that is, with the field of poetic sophistication.

Most importantly, the aesthetic taste of schoolchildren from an early age develops into a sense of beauty and joy of life. Take, for example, students who grow up in rural areas. There is almost no music class at their school. Whenever possible, they watch music and songs on TV. In part, this may be due to the fact that they develop an artistic aesthetic taste.

However, they feel the beauty of nature, the singing of birds and the murmur of rivers with their tender heart. We consider them people of aesthetic taste because they know the beauty of the early morning. They feel this natural beauty with their ears, eyes and heart of their senses.

This means that the idea of the highest forms of beauty is not limited to the enjoyment of art forms. The most important thing is that it manifests itself in a form corresponding to the reality that surrounds them, important. In a word, as a representative of a certain social condition, his spirit and worldview are strongly influenced by the time and environment in which he lives.

One of the most pressing issues today is the development and implementation of direct alternative teaching methods in order to spread this issue as widely as possible in any part of the country.

After all, musical art is closely connected with the cultural life, spirituality of each person, the humanization of musical education is an extremely important process that cannot be carried out only through music lessons. Music teaching is not aimed at making students musicologists and composers, but at educating them as spiritually, emotionally sensitive personalities as possible.

Most importantly, one of the most important and necessary tasks of a music teacher is to increase students' interest in music education, to introduce them to the magical world of music, songs, and to nurture spiritual maturity.

Due to the limited number of hours in the school curriculum, there is no opportunity to convey musical concepts to students. The only way out is to practice on your own, play musical instruments, sing songs. To do this, the teacher must draw up a rigorous plan for self-study and must practice devotedly. In fact, the signs of a child's musical understanding are gradually formed on the basis of watching cartoons on TV, on the Internet, networks, family traditions, and parental example. Later, the range of concepts expands and gravitates towards aesthetic pleasure and inspiration. Such is the role and importance of music lessons in the development of this wonderful feeling.

After all, our youth, whose aesthetic taste is formed by the science of music, can decorate the golden castle of the future with the beauty of grace only if they are morally pure and spiritually mature.



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