



## Analysis of Interdisciplinary Integration in Music Culture Lessons

Sakhob Bakhromovich Karimov

Teacher, Jizzakh State Pedagogical University, Uzbekistan

E-mail: karimovsaxob1@gmail.com

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### **Abstract**

Based on the content of issues on the structuring of music lessons in interdisciplinary relationships, this article provides examples of several ways in which music lessons might be structured so that they are relevant to students in grades 5–7 studying natural sciences.

**Keywords:** *Interdisciplinary Communication; Music Lessons; Students; Artistic Aesthetic; Music Lessons; Listening to Music; Vocal Singing; Secondary Schools; Teacher*

### **Introduction**

The secondary school music curriculum and textbooks include numerous tunes about nature (expressing flowers, plants, trees, fruits, animals, and natural landscapes). No one will be indifferent to nature-themed film sequences or works of art that depict some of its aspects. In the fifth grade, musical compositions about the “Winter” season and its distinct, beautiful landscapes, as well as pictures drawn by artists and photographs, evoke positive human emotions. Listening to songs on this topic, performing them, comparing their similar, harmonious, and unique characteristics with those of other seasons, singing as a team when it is snowing, and then organizing a conversation, discussion, the decoration of the snowy winter, reconciling its nature, rejuvenating, the whole being, and explaining the significance of winter for soil, water, trees, and plants are essential for a better understanding of the aesthetic laws that govern the world around us.

### **Main Part**

During the process of teaching such songs, special care was taken to help students comprehend the poetic text and the unique majesty of winter. The accompanying question-and-answer text was prepared for this purpose:

Teacher: Tell me, what seasons do you know?

Pupils: – Winter, summer, autumn, spring.

Teacher: – Which one of you likes winter? Almost all students raise their hands and say that they love the winter season.

Teacher: – Well, now tell me why you like this season?

The first pupil: – In winter, white snow falls, everything is white and beautiful, clean.

The second pupil: – We enjoy sledding and skiing in the snow.

The third pupil: – We receive gifts from Father Frost in the new year.

Teacher: Right. In winter, it takes from all nature, snow falls and everything becomes white. Tell me, what kind of tree keeps its greenness and beauty without shedding its leaves in winter?

Pupil: – A fir-tree does not shed its leaves even in winter.

Teacher: – Bless you. In winter, all trees shed their leaves and hibernate. They rest until spring. On the contrary, fir-tree remains as green and beautiful as in summer.

Teacher: – Tell me, what is the benefit of the snow that fallen in winter to the earth and trees?

Pupil: – Ground and trees drink water from snow.

Teacher: – That's right. Trees and plants fall from the ground due to snow and rain in winter. The more they drink enough water, the crops planted in the spring will grow quickly and healthily, and they will give a bountiful harvest. So, the winter season is beautiful and enjoyable, but it is also a very useful season. This is why people love winter.

Conducting such question-and-answer sessions and conversations while learning songs such as “My Partridge”, “Tulip”, “Nightingale”, “It is Raining” and “Summer is Good” will increase children's interest in living and inanimate objects and natural blessings, resulting in a significant shift in their attitude toward the lesson.

Another lesson conducted during our trial work involved the study of the song “My land of Flowers”, which was included in the fourth-grade curriculum and scheduled in the following sequence:

By learning and singing the melody, students will gain a deeper appreciation for the beautiful nature and natural resources of our country and develop their vocal singing skills. On basis of the lyrics, photographs, works of art depicting natural scenes, videos, natural science, botany, and geography are used to prepare for the lesson.

Due to the title of the song, “My Land of Flowers”, a discussion was held regarding the Motherland praised in its lyrics, as well as its amazing freshness, unique nature, tolerant and hardworking people, and natural wealth. Special consideration is given to the fact that the symbol of the Motherland is the motherland, as well as large areas, vegetation, and people, the most familial product of nature and that this issue is currently one of the most global problems in the world.

The unique nature of Uzbekistan (seasons, natural resources, flora, and fauna) is of great interest to students, as is a short, meaningful discussion about the fact that every person's life is directly connected to nature, that a person should preserve, preserve, and consciously treat nature for his life and future, and that every person should do so for his own life and future. This was evident in their behavior throughout the lesson and their desire to ask inquiries.

After the conversation, the song's lyrics are read expressively, and with the assistance of the instructor, learning begins in segments.

Obviously, since the lesson is primarily a music lesson, listening to music, learning a song, and singing according to the requirements of vocal and choral skills, artistic and theoretical analysis were given priority. However, based on the purpose of the lesson, which was to study the effect of

interdisciplinary organization of music lessons on the quality and effectiveness of education, the following questions were developed to strengthen the knowledge and concepts of nature and music based on the theme of the song, and to provide students with a greater opportunity to think about and observe them:

1. What natural resources does Uzbekistan possess?
2. What agricultural products from Uzbekistan are exported abroad the most?
3. What is cotton used for?
4. What is required for proper cotton growth?
5. What is the weather like in Uzbekistan?
6. What crops are cultivated in Uzbekistan?

Due to the fact that a single song can be studied over the course of multiple music lessons, we have included examples of folk pedagogy and even Hadiths so that the interdisciplinarity of education can be expanded in future lessons:

- It is a sin to spit in the water;
- Cut one, plant ten;
- If you give one to the earth, the earth will give you ten;
- Fresh air is useful for body health;
- Even if it is obvious that the apocalypse will occur and you are holding a seedling for bread with the intention of consuming it, you should plant it if possible (Hadith).

“You cannot play jokes on nature. It is always solemn, always honest, and always stern. It is always right, and mistakes and errors are caused by people themselves” (Goethe).

After that, the students were given the task of writing down their thoughts about objects and events, the appearance of animals, plants, and what characteristics they have.

While listening to and studying music about trees, plants, fruits, fresh air, water, snow, and rain in mother nature, we attempted to convey that it is imperative to treat them with the utmost care, not only to take from nature but also to give back to it. Providing examples of the works of Uzbek classic and contemporary poets and writers as well as their views and reading excerpts has a positive impact on the children when they are learning these songs. Because of this, examples such as “Snowdrop flower” and “Violet” were included in the process of analyzing these compositions. In the epic “Sabbai Sayyor” included in the work “Khamasa” by the great Uzbek poet Alisher Navoi, for instance, one of the leading themes and ideas is the issue of man’s relationship to nature, as disclosed by the protagonist’s love of hunting. In particular, Bahram and his army slaughter innumerable animals. And nature exacts vengeance on the horn for its injustice. Shah Bahram, his lover Diloram, and his army were carried away by a strong earthquake. The Greek philosopher Demogines once remarked, “Get along with nature and you will never be poor. Nature makes you a state, not people’s opinions”.

## ***Results and Discussion***

In the organization of the interaction of music lessons with other subjects, particularly literature and mother tongue, there are numerous opportunities for listening to and learning tunes about Uzbek classical music. Musical works (status songs are also included) composed primarily of poems and ghazals by representatives of classical literature are performed here, because they are examples of high creativity and many words in their text are not used today, the student does not understand young people, they cannot fully express the ideological–artistic content of the work, and the cooperation of native language

and literature students in interpreting the content of the poetic text will have a positive impact on the interpretation.

“My Flower Garden” is the most renowned and well-known classical piece in the art of Uzbek singing, adored and sung by both professionals and amateurs alike. This composition is included in the seventh grade listening repertoire. This piece is one of the few examples of Uzbek creativity in composition. Based on the ghazal of Hazrat Alisher Navoi, it was composed by the renowned artist, khafiz, classical and maqam singer, and maestro of songs and melodies, Khoji Abdulaziz Abdurasulov. We have specifically prepared for the lesson in order to acquire the knowledge and concepts necessary to perform classical music in its entirety. In this procedure, native language and literature instructors were utilized.

Many of Alisher Navoi’s ghazals are among the most rare and valuable of Uzbek national music, and they are taking a worthy place among our nation’s cultural and spiritual treasures as songs Munojot (Sarvi gulru kelmadi), Ushshoq, (Qaro ko‘zim), Shitob aylab (Izlarman), Koshki, Ko‘cha bog‘i 2, Yey sabo, Ulturg‘usi (Topmadim).

During the class, a small interview text about Alisher Navoi’s essential contributions to the development of our literature and language was written.

For 3–4 minutes, the most important information about the life and creative activity of this great poet and composer was taken from the book “Khoji Abdulaziz Abdurasulov” by N. Makhmudov. After that, a student was assigned to memorize and expressively read the ghazal of the “My Flower Garden” song using “a specially developed technology”. A literature teacher was asked to interpret the ghazal’s ideological and artistic content.

Do‘stlarima bir nozanin ishq bu hol etmish meni,  
Zulfi savdosi alif qaddimni dol etmish meni,  
Lola gul ruxsori xajr ashkimni ol etmish meni,  
Bir pari paykal g‘ami oshuftaxol etmish meni,  
Yelga axvolim demakka gungu lol etmish meni,  
Yey gulzorim, rahm ayla nigorim.  
Ishq yetkurmish meningdek telbani bu yerga kim,  
Teshilur ko‘ksim malomat o‘qidin har yerga kim.  
Yo‘q majolim o‘yla xolimdin o‘zinga derga kim,  
Men Navoiyni ne tong ko‘rguzsolar bir–birgakim.  
Egma qoshing fikri andoqkim hilol etmish meni,  
Yey gulzorim, rahm ayla nigorim.  
Gohi Majnun elga, goh men sog‘ ila teng bo‘lmisham,  
Hasratingdin lola yanglig‘ dog‘ ila teng bo‘lmisham.  
Kim hazon faslidagi yaproq ila temg bo‘lmisham,  
Yor kuyi ichrakima tuproq ila teng bo‘lmisham,  
Ishq savdosi bu yanglig‘ paymol yetmish meni,  
Yey gulzorim, rahm ayla nigorim.

In the text of the ghazal comments on the words as “zulf”, “paymol”, “ruxsor”, “xajr”, “ashq”, “ol”, “oshufta”, “lol”, “men xavoy seni”, “xilol”, “Majnun” will be given.

The recording of this song, which was performed by well-known singers (Gulzoda Khudaynazarova, Oktam Akhmedov), was eventually discovered and prepared.

Following this preparation, a lesson based on the scenario created in accordance with the assigned topic was held in the sixth grade.

### **Conclusion**

In conclusion, we may state that the lesson was extremely intense in a way that the students did not anticipate, as evidenced by the expressions on their faces when they exchanged opinions and posed numerous questions. When queried about the lesson at the conclusion, the students expressed relief that they had a favorable impression.

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