METHODS OF EDUCATION OF MUSICAL TASTE IN TEENAGERS

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Abstract. *This article discusses some ways of forming a positive attitude towards classical music among adolescent students and fostering musical taste. The education of taste at this age is a transition from entertaining show productions to the ability to understand and enjoy complex, artistically valuable works. The formation of a positive attitude towards classical music among teenagers is achieved through active teaching methods, dialogue of cultures and the use of modern technologies.*

Keywords: *musical taste, communication, musical form, genre, style, classical music, teenager, teacher, student, means of musical expression.*

Music plays a huge role in the upbringing of the younger generation. The educational value of music lies in the comprehensive development of personality. It forms aesthetic taste, emotional responsiveness, intellectual abilities and moral qualities.

The formation of a positive attitude towards classical music among secondary school students is a particularly important educational task for music teachers. The teacher, applying musical-historical and musical-theoretical knowledge in his professional activity, should help students determine the direction in the world of musical texts, ensure the formation of a culture of speech and thinking among students, the desire to tell about their impressions based on listening to a piece of music and develop their interest in music. Telling teenage students about their musical experiences can indirectly improve and enrich a teenager's speech.

In adolescence, communication is a leading activity, and music is one of its most important components. A teenager receives knowledge from the media about the modern music stream that interests him, and this knowledge does not always have a positive effect on the development of his musical passion. According to many teachers and researchers in the field of music pedagogy, listening to some popular music by teenagers does not contribute to the education of high musical feelings and the formation of deep aesthetic experiences. The role of a teacher-mentor is very important when talking about contemporary music. Modern popular music should be evaluated aesthetically and spiritually, explaining to teenagers that it is interconnected with the classical heritage, helping them choose works of modern music.

The teacher should help teenagers reflect on the piece of music they are listening to, actively listen to it and encourage them to evaluate the music aesthetically, as well

as clearly answer questions asked by students. Students of this age willingly sing musical compositions on the themes of love, heroic spirit, saturated with a complex inner world, emotions, inner experiences. Since teenagers are emotional and impressionable, music filled with deep philosophical ideas expressing such human emotions as the struggle for dreams and happiness, longing, has a strong emotional impact on them and encourages serious observations.

An important task is to develop students' ideas and imagination about musical drama. In the process of listening to and perceiving works reflecting great ideas such as the opera Alisher Navai by M. Burkhanov, the ballet Tomaris by U.Musaev, № 40 symphonies by A.Mozart and the «Heroic» by L. Beethoven, students get an idea of clearly expressed musical images: about collisions, conflicts, struggles, dramatic events.

The task of a music teacher in working with adolescent students is to improve their desire for music, to form in adolescents the ability to reflect on the musical composition they have heard, to express their opinion about the basic idea of music, the means of musical expression, the form, genre and style of the musical composition.

Methodological experiments show that the development of a good musical taste in adolescents can be carried out on the basis of specially selected and worthy samples of musical works of different genres and directions.

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