

# Factors for the Development of Creative Talents of Students

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**Abstract:** *In the formation of knowledge and skills of young people in music lessons at school, in the development of their professional development, teachers should bring modern programs to education, drawing conclusions from the above. The more the student is involved in learning, the development of creative abilities, the more effective the lesson, the better the education of young people. To do this, it is necessary to reduce the number of extracurricular activities, the activities of clubs, and to organize students' free time.*

**Keywords:** talent, music education, study, song, knowledge.

## I. INTRODUCTION

To understand ourselves today, to restore the uniqueness of our national culture in independent Uzbekistan, where we have little destiny and opportunities for our children, to educate and develop young people in secondary schools, and to better understand our present, is first and foremost a good knowledge of our history. Because every innovation is made through a historical connection.

## II. METHODS

The rich and interesting organization of music lessons requires pedagogical skills, creative activity and professionalism from the teacher. Teachers should use the secrets of new pedagogical technology in teaching music and extracurricular activities, as well as carry out educational work.

Listening to educational spoons during the lesson strengthens students' musical comprehension, independent thinking, and develops their comparative skills through listening tones.

Simple and fun methods should be used so as not to overwhelm students' thinking skills. In the course of the lesson, the ideas of national mentality are formed in the minds of young people, especially by teaching them the songs that glorify the Uzbek people, thinking about the traditions of the Uzbek people, their clothes, Uzbek cuisine. The word mentality comes from the Latin ment meaning moral. Education is at the heart of all extracurricular activities.

Since the introduction of the nine-year general secondary education in accordance with the Law of Uzbekistan "On Education", the concept of music has been developed, taking into account the regional specifics of education. In the draft Concept of music education, the content, structure and stratification of the national and scientific bases of music education, modern requirements for music teachers and scientific-methodical, new pedagogical technologies of education were introduced.

The most important requirement for the teacher in the organization of the lesson on the basis of the plan is the organization of assignments on the basis of pedagogical technologies, which are independent of both the teacher and the student, because in such lessons the teacher easily conducts lessons using DVDs, DSDs and computers.

The student enjoys it and participates in the lesson. In addition, the child wholeheartedly performs this task when the teacher assigns the student to master some musical elements on the computer.

In this case, there are two processes: the student's mastery of the computer and the technical approach to the lesson.

The student should be able to communicate with peers, teachers, participate in practical classes, share their knowledge on the topic. That is when the knowledge gained will be solid. By organizing and comparing different styles and thinking with colleagues, every teacher can create a little style.

Singing, strengthening musical perception affects the psychological and physiological feelings of the student, provides positive activity, activates sound production, articulation and respiratory organs. It expands his worldview while strengthening his memory, speech, and attention.

In music education, music is a less-than-demonstrative tool. Because it is perceived by the ear, not by the eye. For example, when a teacher sings the melody of a spoon or an exercise, the melody and the word are mostly "seen" by the ear. Both in listening to the music and in the analysis of the work, the melody is played as an exhibition.

The teacher uses words to help students understand and express the connections that can be "seen" in the process of perceiving works on the basis of observation of visual objects and the knowledge contained in them. Students derive basic information from the teacher's oral explanation, and the visual aids either confirm or clarify them.

Demonstrative weapons are a means of creating new emotional images in the reader's mind and remembering existing ones. For the science of music, many of the things, events, and visual aids and tools that exist in the surrounding world are not included.

What exists in nature, if, firstly, is separated from the real conditions of its existence (herbarium by leaf cutting, bird cage), and secondly, when used in the learning process, it becomes a demonstrative weapon. In music lessons, the teacher's gestures, facial expressions and facial expressions while singing, conducting, a poster of a song on a board, graphic lines, handouts, and exercise notes are also visual aids, but they are secondary to the visual sound of music.

We also have amazing legends about figs, rosaries, walnuts, sedans, shotcuts, incense, and many miraculous plants that have become a magical and mysterious heritage.

It is our duty to study the history, to inform the youth about the songs, myths and games created about them through folklore, to form their sacred knowledge.

At present, many events and competitions are organized in different regions to develop folk art and bring it to the world. As we work with the younger generation, the real goal of all of us is to see the perfection of our students in the future, to see that they put into practice the knowledge and lessons they have learned from us.

In order to form the knowledge and skills of students in secondary schools, to achieve professional development in order to achieve their perfection, teachers and educators should draw conclusions from the above and bring modern programs to education. The more the student is involved in learning, the development of creative abilities, the more effective the training, the better the education of young people. To do this, it is necessary to master the extracurricular activities, the activities of clubs, to achieve the voluntary organization of leisure time of students.

### **III. RESULTS**

This can be proved by the fact that even a blind person can perceive music, but he cannot perceive the fine arts and see the beauty of nature. He can imagine them in musical tones.

The use of color pictures of the content of the works during the lessons helps to clearly understand the artistic content of the work. Playing musical sounds on the keyboard is especially important in the formation of basic cognitive skills. The comprehensive use of the principle of demonstration of teaching requires the leadership of all aspects of students' emotional cognition.

### **IV. DISCUSSION**

The principle of comprehensive development and consistency of students' cognitive abilities in the classroom. One of the tasks of teaching is to provide students with solid knowledge, skills and competencies that they can always put into practice. The principles of resilience imply the need to equip students with knowledge, skills and competencies that are quickly and clearly remembered, long-remembered, and skillfully applied in practice. Music lessons should not only provide systematic knowledge, but also ensure that students master the basics of science.

### **V. CONCLUSION**

The teacher needs to know the specific methods and tools that ensure this resilience. For example, several types of repetition are used to shape musical perception, to ensure the sustainability of artistic performance of the spoon and the acquisition of knowledge acquired from music literacy, and to develop students' musical development.

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