



## TRENDS IN UPDATING MUSIC LESSONS TAUGHT IN SECONDARY SCHOOLS

**Shoira Gaffarova Shavkatovna**

Is a teacher of the Children's Music and Art School No. 11, Namangan City, and a 2nd-year master's student in the field of music education at Namangan State University.

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<p><b>Received:</b> November 8<sup>th</sup> 2022 <b>Accepted:</b> December 6<sup>th</sup> 2022 <b>Published:</b> January 30<sup>th</sup> 2023</p>	<p>Methodology of teaching music at school is an important subject in the training of a future music teacher. The name of the subject clearly explains its content. That is, this subject studies the issues of education of children through the medium of music. In order to master the methodology of music education, it is necessary to include music in the school program, to understand the educational possibilities of the art of music as an object of education, and to understand the identity of the modern student. To solve the complex and multifaceted tasks of education, the science of methodology uses many other subjects in the curriculum. The historical-theoretical series of subjects helps students to understand the unique features of the art of music, the reflection of life events in musical images, and the means of musical expression</p>
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Knowledge of the history of music, the ability to determine the main directions of its development, the understanding and skills of compositional creativity, musical heritage serve as the basis for educating students' musical tastes, and expands their worldviews. Music education at school is a human education. serves for the formation of its character. After all, it is important because it forms the level of musical culture. As an indicator of culture-spirituality, it is a comprehensive concept and one of the issues that will be the subject of debate. Due to the correct implementation of musical culture, certain musical knowledge, understanding, skills and skills are formed in a person, which, in turn, make up the musical and spiritual worldview of a person. A person's musical culture is manifested in a set of qualities such as ability, knowledge, skills, ability to evaluate musical works, and serves as a factor of spiritual growth. Therefore, it is appropriate to start this type of education from the family first of all. Later, this process is improved in secondary school, secondary special and higher stages of education. Of course, the science of music teaching methodology in school serves as a basis for the composition of musical culture. This course also means that it has a unique historical significance in the field of musical work with children. It is clear that only a methodology that has a solid scientific basis, is widely used and tested, and at the same time is constantly being improved is considered effective. Therefore, the methodology of teaching music is not limited to setting recommendations on the expression of one or another specific educational tasks aimed at elucidating narrow practical issues. The characteristics and tasks of the science are reflected in its name. Methodology of music education at school. It is emphasized that the term "school" refers not only to the young generation, but also to students of general education schools aged 7 to 16 years. A music teacher should know the characteristics and capabilities of students of each class. Another word in the name of the science is "music education", that is, education through music is also of special importance. The result of the whole work of a musician-pedagogue is determined by how he understands the essence of the art of music, understands its characteristics, content and educational possibilities, and feels its impact on the minds and emotions of students of different ages. The main directions in the field of music aesthetics should always be in the teacher's attention. After all, music has its own content and expression. Visual art, poetry, and dance are also explained by the fact that they reflect life. It is known that "methodology" is such a part of pedagogy that, on the basis of didactic principles, what methods and methods are used to carry out the educational process in an appropriate way and its general and special tasks are solved. For example, how to achieve the educational effect of music, to arouse the interest of students, to organize listening to music for students of junior and middle grades, and to achieve the skills of active perception of students. At the same time, the methodology also covers specific issues. For example, the methods of teaching songs found in the practice of various students, the issues of composition of skills of artistic expression, etc. In the methodology of music education, it is emphasized that the educational process, like any social activity, requires systematic and scientific management.

As mentioned, the methodology of teaching music is included in the system of pedagogical sciences and has an independent place in relation to itself. He studies its laws in order to improve the content and methods of music education.

The essence of the music teaching methodology is determined by understanding the important role and importance of the art of music in the education of the young generation. It shows that the development of music education as a methodical science is related to the improvement of society's culture, musical art, and schools.

Music teaching methodology is interconnected with other subjects.

It is worth noting that the methodology is related to musicology, and recently more attention has been paid to the improvement of the analysis of musical works. The theory of musicology has a direct impact on the development of the content and methods of music education. The methodology relies on the science of psychology to solve its problems. For example: it is impossible to understand the development of students' perception of music, their creative and musical abilities without knowing the laws of the child's psyche. Also, the method solves the problems of this or that material, its volume, the effects of using the methods in connection with psychology. The method relies on research in the field of physiology to study the students' singing skills and the structure of their unique voice apparatus. Music culture lesson is the main form of organizing music education at school. Although there are musical clubs and optional classes, the lesson never loses its importance. Music culture lessons include various forms of musical activity. These are public collective speech, performance of musical rhythmic movements, listening to music, literacy, musical creativity, children's musical instruments.

The lesson is a leading factor in the system of music education, because it covers children in a holistic way. Music lessons are different from other subject lessons because they are artistic, interesting, and cause more creative pleasure, emotional feelings, and imaginative experiences in children. Music, especially, has a great positive effect on the mental and moral development of children. After all, "Without musical education, it is impossible to adequately educate children intellectually." Therefore, music lessons are, first of all, an educational lesson. Artistic education is its logical content. Therefore, our subject is not called "music teaching methodology", but "music education methodology".

Music lessons differ in the following specific features:

First of all, it consists of various examples of the history, theory and performance of music - choir lessons, music literacy, listening to music, music analysis and literature, playing children's musical instruments, performing rhythmic movements. Therefore, it is a mixed class.

Secondly, music differs from other forms of art in its means of expression, its "language". If fiction, artistic words, visual arts are expressed by colors and graphic lines, dance, artistic movements, then music is expressed by means of melody created in musical sounds. If we perceive works of fine art and sculpture by seeing, fiction by reading and hearing, and cinema and theater by seeing and hearing, then we can perceive music only by listening carefully. For this reason, it is not for nothing that even blind people are able to develop talented musicians. "Only a musical ear can evoke a musical feeling." In conclusion, a music lesson is distinguished by its mixed lesson type (structure), means of expression (language) and active psychological influence. Therefore, music lessons play an important role in the formation of children's personality and worldview. Music culture is characterized by a special emotional atmosphere for lessons. This is natural, of course, because music is the "language of feelings". Music excites, affects children's psyche and creates a certain mood. Under the influence of the teacher, the formed artistic impressions are strengthened not only by expressive performance, but also by the art of "words", facial expressions, and various movements. Students' attention is drawn to the music playing, and their imagination is developed. They get into the world of musical images and get a clear feeling of expressiveness.

Despite the common features, each lesson is unique and different. It is known that well-organized work is half its success, and this applies to music culture lessons in the full sense. Everything should be thought out in the lesson - goals and tasks, content and structure, tools and methods. Otherwise, no positive results can be achieved. Preparation for the lesson depends on the teacher's pedagogical skills and abilities. This provides educational, educational and developmental possibilities of musical material, as well as ways of their application. In fact, successful implementation of the tasks of musical education requires deep study of the work. It is considered appropriate to select them taking into account the students' musical preparation and age characteristics.

The content of the lesson will include musical works of different nature and mood. To ensure their integrity, it is necessary to determine the structure of the lesson. It is important to pay attention to the succession of different musical activities.

Thinking about the emotional structure of the lesson, the teacher should preserve the important emotional state of the students during the transition from one work to another and apply methods of attracting their attention. Also, it is appropriate to take into account the physical, mental and emotional conditions of children and the uniqueness of the class when creating the lesson structure. For example, in primary grades, young students cannot maintain their attention for a long time, so it is advisable to change their activities in a timely manner. This keeps children from losing their interest. It is effective to teach complex songs and dances during several lessons; It is not appropriate to start singing after learning complex musical-rhythmic movements. It is also necessary to take into account the place of the music lesson in the schedule, that is, at what time this lesson will be held that day. At the end of the day, there are cases of children getting tired, so it is recommended to use methods that arouse interest by changing different activities. a creative approach is required. This helps to make each lesson unique. After all, during the period from one training to the next, other subjects may be passed and the impressions may be shallow. The teacher should be able to maintain

overall impressions and interests in music lessons during the week. If the lesson is planned in advance, it should be based on a well-thought-out plan, and the cooperation between the teacher and the students should be based on a continuous live process. should be increased. However, there may be some unexpected situations and it is not possible to give advice for every specific situation.

Sometimes unforeseen situations happen to be implemented in the structure of the lesson along the way. The teacher's professional skills require drawing conclusions relevant to each situation without losing oneself. As a result, the goal of the lesson is achieved and implemented in the specified structure. Experienced teachers attach special importance to the overall structure of the lesson. Because different elements of the lesson: stages are mutually compatible and related to each other. Based on various methods (comparison of works, problem research, game situations), the teacher increases the activity of children through creative tasks and tries to achieve the desired results. It is known that the quality of modern music culture lessons is determined by the activity of students. The problem of activity is solved not only by an interesting structure of the lesson, but also by using methods that create interest in children. It often depends on the teacher's individual approach to each student. Undoubtedly, this is one of the important tasks before the teacher. The teacher meets all the children once a week, the music culture lesson requires a wide range of activities with the class. Therefore, the teacher should know his students well, understand their strengths and weaknesses, interests and needs, and assess the possibilities of each student by entering the children's world. It is advisable to try to establish direct communication in the lesson, to use encouraging, inquiring look, facial expression tools and methods. Each musical activity allows children to have an individual approach. This can be clearly observed especially when children accompany musical instruments while studying these two- and three-voice works, and give creative tasks according to the students' ability, etc. Differential assignments arouse interest in students, and their successful performance activates students' musical development. By evaluating results, achieving clean singing, or performing rhythmic accompaniment, the teacher develops a sense of self-control in the child. Also, an individual approach to children develops a sense of community in them. Children's responsibility for the quality of creative tasks will increase. This arouses feelings of joy and interest in all students. It is difficult to conduct lessons of modern music culture without specially equipped conditions. The aesthetic equipment of the music room should inspire the children and create a special mood for the lesson. Children's musical instruments, technical and visual aids are very important in the lesson. Their quality, timely preparation, and effective application ensure the success of the lesson. Today, it is difficult for teachers to imagine different performances of musical works (orchestra, ensemble) in lessons without technical means and notes. These tools expand students' perception of the sound of each musical instrument and the expressiveness of the voice, and Phonochrestomaty helps the teacher to make singing teaching more interesting. Accompaniment parts and performances of children's choirs are reflected in the gramezuvs. During the lesson, the teacher records the performance of the song on a tape recorder and invites the students to listen back to him and to give the children's reactions and evaluations to the performance. Recently, various visual aids are widely used in music lessons. These are illustrations, various pictorial scenes, etc. This implies the effective use of examples of fine art and speech art in the lesson. It is important to use visual aids that develop students' musical abilities in music culture lessons. With the help of sheet music, children acquire the skills of singing based on notes. Learning to sing a song is achieved faster. Singing the sounds correctly and cleanly will help them remember. The use of technical and visual aids in the lesson should be carefully considered. It should be noted that their effective use plays an important role in solving the tasks of music education.

### CONCLUSION:

Thus, thorough preparation and effective conduct of music culture lessons in a secondary school requires the teacher to always have a creative approach, professional experience, and active application of knowledge, skills and abilities. The result of the teacher's creativity is The lesson has the power of ideological and emotional influence, it conquers the student's inner world and cultivates interest and need for music art. The success of music culture lessons depends on the personality of a teacher who is literate, deeply knowledgeable, and devoted to his profession. Therefore, teachers who do not have enough knowledge and skills in music are advised to take music lessons from expert authors, make extensive use of magnetic records, and make good use of new pedagogical technology methods in the process of music education. Otherwise, it will be difficult for students to master the requirements of the specified program, and the requirements for music culture classes will not be met. A person's musical culture is formed not only by the influence of school, but also by the family, mass media, and the system of social relations. At the same time, it is natural that the school plays a crucial role in the development of musical interests and abilities of schoolchildren, in the formation of the foundations of musical culture in them.

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