



CHARACTERISTICS OF MUSIC CULTURE COURSES AND GENERAL TACTICAL PRINCIPLES OF TEACHING MUSIC

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Article history:	Abstract:
Received: 30 th January 2022 Accepted: 28 th February 2022 Published: 13 ^h April 2022	This article describes in detail the effectiveness of lessons in music education with the help of innovative technologies, the nature and structure of music culture lessons, general didactic principles of music teaching, the role of music education in the development of personality.
Keywords: Innovative Technology, General Didactic Principle, Music Culture, Music Teaching Methods.	

INTRODUCTION:

Realizing that our wise people have always been able to quickly find a way to the heart of a child, to have a positive effect on his psyche, to instill in him the qualities of good manners and manners, kindness, patience, respect for adults through music. mature. It is a parent's dream to teach a child to sing and play in the family. The child gets acquainted with music through the mother goddess and receives lifelong nourishment from music. Because from an early age, a child, not knowing how to walk or speak, listens to music and reacts to it with various hand gestures. That is why it has long been a tradition in every family to keep dutars, doira and rubabs from musical instruments. In order to be nourished by music, a person must have a pure heart, a high level of spirituality, and a sense of beauty. Music is an art form that has a wide place in our cultural life and plays an important role in human development. The family, the society, the school, the art play an important role in the spiritual formation of each person. Among the many factors of upbringing, music education plays a special role in leading the younger generation to maturity.

MAIN PART:

Music education is one of the main and complex aspects of fine arts education, which teaches a person to correctly perceive and appreciate the beautiful things around him. Music has the potential to have a powerful effect on the human psyche, taking it into a world of sophistication. Music equips a person with high taste and gives him spiritual nourishment.

The course is a leading factor in the system of music education. Because in music lessons, children are covered in a comprehensive way. Music has a great positive effect on the mental and moral development of children. Therefore, music lessons are first and foremost called parenting lessons. The name of the science is not only the method of teaching music, but also the method of music education. In order to teach a new curriculum, a music teacher must improve his or her musical and theoretical knowledge. Today, music plays an important role in the formation of a person, actively influencing his emotions and psyche. One of the main tasks of secondary schools is to bring students into the world of sophistication and spiritual education. The content of music lessons is not only about mastering, but also about developing students' 'minds' attitudes towards reality, forming their aesthetic culture, and forming other inner feelings. The teacher's creative approach to the lesson is important and sets a number of tasks:

- search for new methods and tools in music education;
- to express the inseparable connection between life and art.

In order to achieve these goals, the teacher must be seriously prepared and work hard, that is, to improve their knowledge by going to scientific literature, new programs, fiction, theater, museums. It is important that the classroom where the music lessons are held is tastefully equipped. It is necessary to be equipped with technical means, methodical visual aids, piano and Uzbek folk instruments, to use the new technology, to compile lesson plans and syllabi using the new technology. Thus, the purpose and content of all music lessons requires that all parts of the lesson be integrated with each other, covering the lesson and connecting it with life.

Music lessons differ from other lessons with the following specific features:

1. It differs from the five types of activities related to music theory and performance: vocal - choral lessons, music literacy, listening to music, playing children's instruments, rhythmic movements.
2. Music differs from other types of art by its means of expression, ie "language" (melody, mode, dynamic symbols, tempo, alteration symbols, intervals). If fiction is expressed in words, fine art in colors, dance in movement, and music in tone. If we perceive the above art forms by seeing and hearing them, we can express music only by listening to it, so mature musicians have emerged from the blind.

3. Music is an art defined by a specific time scale. Therefore, if we do not adjust the tempo of the music being played and listen carefully to every element of it, we will not be able to understand the work perfectly. When we listen to a classic work over and over again, we feel its new artistic aspects. Music has a definite time scale.

4. Music has an active emotional impact on children, makes them happy and evokes creative experiences. With good, meaningful, fun music lessons, children can relax, get artistic nourishment, and be happy. So music is different from other disciplines in that it has an active psychological effect.

5. Music lessons are also closely related to other subjects. Fine arts, literature, native language, mathematics, history, pedagogy, psychology, vocals, rhythmic, etc. These will help to connect the music lesson with life and make the lesson meaningful and interesting. Music is different from other disciplines in that it is a mixed class.

The didactic principles of music culture lessons are of five types:

1. The principle of systematic, scientific and continuous in the education and upbringing of music.
2. The principle of awareness and activity of students in the classroom.
3. The principle of demonstration in the lessons of music culture.
4. The principle of conformity of educational materials to children's knowledge and skills.
5. The principle of solidity of knowledge and skills in music lessons.

These principles are mainly used in the application of teaching materials, the content and planning of music lessons.

The main tasks of teaching music at school are:

- increase students' interest and love for the art of music;
- to develop students' musical abilities, musical reading, voice, attention and creativity in the process of musical activities;
- Education of musical works in the moral and aesthetic spirit through the artistic and ideological content;
- Orientation of students in music lessons to the profession, love of work, love of nature, love of country, respect for adults, respect for children.

Achieving these goals and objectives depends on the teacher's professional and pedagogical skills. No artist can teach music culture at school. To do this, a music teacher must be a person who loves children and has a thorough knowledge of pedagogy, psychology, computer science, children's physiology, music teaching methods, and their professional music disciplines. A music teacher should be a person who loves his profession and children, has a high level of culture and a broad outlook.

CONCLUSION:

In conclusion, the music lesson differs from other lessons in its artistry, fun, and the fact that it gives children more creative pleasure, emotional feelings, and figurative experiences. That is why a music lesson is first and foremost an educational lesson. Music culture lessons are based on the didactic theory and principles of pedagogy. These principles define all the basics of teaching and learning by the teacher and the student - the methods of the content of the lesson and the basic requirements for the structure of the lessons and its directions. The main purpose of teaching music at school is to form a culture of music in students, to bring them up as harmoniously developed people who can meet the requirements of the times.

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