



USE FROM PEDAGOGICAL TECHNOLOGIES IN MUSIC LESSONS

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Article history:	Abstract:
Received: 1 th April 2021 Accepted: 14 th April 2021 Published: 30 th April 2021	In the article some problems related to the teaching of «musical culture» in public schools and ways of maintenance of these problems are described. Also the methodical aspects of pedagogical technologies implementation in teaching musical culture lessons are recited.

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The new educational content on the basis of the State educational standards on music education, along with musical knowledge and skills of students, provides them with observation, memory strengthening, figurative imagination, creativity, independence, initiative, artistic and musical taste and other qualities. The new content of music culture education is to bring up the younger generation at the level of a cultured person who can inherit our national musical heritage, who can understand the richness of universal music [1.]¹.

The intellectual development of today's youth, their thirst for knowledge, independent thinking and scientific and creative research, unbounded interest in innovations and discoveries and the demand for educational content, the teacher's self-improvement, professional development and awareness, all the innovations in the education system serves as a key factor in what should happen. [2.]². In recent years, the science of pedagogy, it is no exaggeration to say that the mastering and application of new pedagogical technologies, innovations, new pedagogical-psychological concepts, interactive methods by the teacher has radically changed the content of education.

The modern teacher must understand that he must be a "director" rather than an "actor" in the teaching process. y will have to organize their students 'creative perspectives on the science of music, form in them the qualities of inquisitiveness and, of course, organize the lesson using new pedagogical technology. To do this, he must be familiar with several new teaching methods. In order to teach our young people to understand themselves, to think independently and consciously, to prevent gaps in their thinking, we need to increase the richness of speech, musical literacy, interest in our artistic and classical songs, to determine the level of their musical thinking. An important aspect of music is that it is first and foremost directly related to emotions, and every piece of music studied demonstrates a high degree of humanity and spiritual purity.

The art of music requires a high degree of humanity, spiritual purity, and an extremely delicate taste from those who practice it. The role of the world of musical sophistication in the upbringing of young people is spiritually harmonious and spiritually active. [3.]³ Today it is important for a music teacher to improve the scientific and methodological aspects of music art and culture in accordance with modern requirements is one of the functions. Therefore, it is necessary to consider, at least in part, some of the problems associated with the teaching of "Music Culture" in secondary schools and ways to address them. It was noted that the science of music culture differs from other disciplines in that it has a feature that is in sync with the development of the times. It is natural that each

science has its own characteristics. There are, of course, many aspects to music teaching. This is evident in its views related to organizational structure and practical execution. Therefore, advanced technology can be used effectively in every type of activity in the pedagogical course.

In lectures, stories, explanations, demonstrations, demonstrations, listening to music, conversations, questions and answers, group singing, voice tuning exercises, it is possible to apply technology in accordance with the existing conditions, the ability of teachers and students. . It also shows the peculiarities of a music teacher. These include a love and interest in the art of music, an emotionally uplifting lesson, the development of pedagogical skills, love for children, their musical ability, consideration of interests and the desire to realize them. If the teacher does not have such features, any pedagogical technology will be dry, meaningless and uninteresting, ineffective. Because any form, model, type of education depends on the pedagogical skills, knowledge, qualifications of the teacher and it is clear that without pedagogical activity it will not give the expected result.

It is known that a music teacher carries out educational work at the same time. In educating students through the art of music, it is important that the teacher has good musical skills, a good voice, reading notes, using various tools wisely and appropriately, word skills, the ability to improve students' skills. The teacher himself is on a musical instrument when a tune is played or a song is sung, it has a particularly pleasant effect on the students in the class, their mood rises.

The music teacher should also supervise the lessons. Due to constant observations, the teacher improves his pedagogical skills. It teaches students to evaluate the situation, to feel the inner feeling, the ability to be interested. and Follow-up lasts from 1st grade to 7th grade. It also reveals the effectiveness, convenience, fun and interesting aspects of the method, form and pedagogical technologies used for children. The peculiarity of music education is the organizational structure, practical performance activities, as well as teaching methods. the analysis of the factors, means that ensure their effectiveness, and the generalization of their general creative-positive aspects allow the development of new types of music education that are unique. These are also pedagogical technologies, the purpose and function of which is the essence of the content, and their application in music lessons gives good results. Such lessons instill in students a good mood, enthusiasm, uplifting spirit and aspiration. There are a number of play methods and teaching methods in engaging school students in the art of music and ensuring educational effectiveness. They are now in the ranks the following teachers technological can be shown in the advanced, enterprising application of the day. [4.]^o

The minimum requirements for the content of the subject "Music Culture" are a set of theoretical and practical activities, which include elementary music literacy, musical activity, music performance, choir, ensemble, composers and composers, as well as knowledge of Uzbek folk instruments. terms and phrases, music genres, themes on the basis of mastering our national music culture. These themes are carried out in the course of the lesson through theoretical and practical lessons in the following educational activities:

1. Listen to music.
2. Singing as a group.
3. Music literacy.
4. Musical creativity.
5. Rhythmic movements.

Listening to music is the basis of educational content. In addition to learning songs and melodies through listening activities, there is an opportunity to learn and master musical rhythmic movements, creative activities, to express musical descriptions. Uzbek people music, composers are listened from their musical works.

Singing as a group is necessary to develop students' musical ability and performance skills. In the process of singing as a group in the classroom, the student seeks to control his or her own voice performance, to hear and observe the performance of his or her teachers, and to interact with them. Uzbek folk songs, samples of songs by world and Uzbek composers they sing.

Music literacy is the theoretical unification of all knowledge important as an activity. Whatever the type of activity (listening, performance, musical movements), the work on the given topic is studied and new concepts about its features (genre, form, structure, performance) are formed. Therefore, music literacy is not only the study of music, but also a set of general knowledge, concepts (performance, folk and compositional music, their differences, local styles of national music, classical music, music literacy) that make up the general musical knowledge of students. Music literacy provides an understanding of musical terms, traditions, tempo, speed signs, dynamic symbols, the language of expression of music, simple musical forms and genres. Listening to music, journalism and ensemble performance, musical taste and perception are also developed. In the rhythmic activity of music, special musical movements are performed by listening to melodies and musical dances, and creative activities are developed in students through the perception of musical rhythmic movements.

The pedagogue-teacher achieves the goal set by various content, methods, forms and means in order to develop the spiritual, moral and artistic culture of students. Interactive methods, innovative technologies in the educational process today. There is a growing interest in the use of pedagogical and information technologies in the educational process. One of the reasons for this is that while traditional education has so far taught students to acquire only ready-made knowledge, modern technology has taught them to search, independently study, analyze, and even draw their own conclusions. Each teacher can change the methodology of the teaching process, which can

be carried out using new pedagogical technologies, depending on the conditions of their subject (subject) and the capabilities and needs of students, or create their own copyright technology in the teaching process. [5.15

For example, learning "high" and "low" sounds through registers in a lesson's music literacy activity. Registers are generally divided into high (high), medium, and low types. To give students an idea of the registers, the teacher plays a song that has been learned or is familiar to the children in different piano (upper, middle and lower) registers gives. Students raise their hands when the song is played in the upper register, extend their arms forward when the song is played in the middle register, and raise their hands in the lower register they put their hands down. Performing this exercise standing up gives good results and helps students to achieve the main goal, as well as physical, mental freshness and high mood are formed.

In addition, for music literacy activities, it makes sense to create riddles to find the means of expression of music, i.e., the dynamic signs and notes of music, and to pronounce words correctly. Interactive methods such as "Dance Smile", "Pantomime", "Street of Skills" can be recommended in the musical action activities of the lesson. It is possible to use dance movements in accordance with the description of the melody. If the melodies "Yalamma yorim", "Andijan polka", "Lazgi" are used, the quality of the lesson will be more cheerful. Participants sit in a circle.

One student invites all students to a dance to pleasant music.

1. Students dance freely. When the music is over, he should look at his friend next to him or in front of him with a smile and say a word of applause.

2. It is strictly forbidden to say words that criticize or offend students.

They should be addressed as follows: "I'm glad to see you", "You're smiling so beautifully", "You're going to have a beautiful dance in Sizju", "Your dance gave me pleasure" and so on.

At the end of the lesson students will be asked the following questions.

1. How has music affected you?

2. When you see the smiles of those around you how did you feel?

3. Whose applause do you like best was it Why?

The use of the "Networks" (cluster) method to gain knowledge about Uzbek folk instruments in the musical creativity of the lesson gives good results. This method is intended to provide an in-depth study of a given topic, primarily to accelerate and expand students' thinking activities. It teaches students to network an idea or a specific idea on a topic in a free and open way that is inextricably linked with the sequence. It also reinforces, reinforces, and generalizes the topic and encourages students to express their ideas on the topic in a graphic way. Each of these classes has its own structural features, tasks, goals and methodological basis.

When music lessons in the primary grades are conducted in a playful way (arranging songs through play, music, dancing, "chigil yazdi games"), students become more active and they perform the assigned tasks relatively easily. All of the above shows that music lessons, by their very nature, have a wide range of possibilities in the use of new, unique and modern interactive methods. Once again, it is important to note that a music teacher's ingenuity, skill, work experience, and what technology he can use in his profession depends on the skill. Regardless of the type of activity a music culture teacher uses, it is crucial that he or she has pedagogical conditions in the course and that he or she chooses and applies pedagogical technologies based on students' interest and ability to teach.

According to the organizational structure and forms of music culture lessons, the following types are more widely used:

1. Organizational lessons.

2. Mixed lessons.

3. Dominant (any type of activity in the classroom singing, listening to music, music literacy, music creativity and others will prevail) lessons.

4. Generalized lessons.

5. Interview lessons.

6. Closing lessons.

At present, there are a variety of views, views and approaches on teaching based on advanced pedagogical technologies. This is also no coincidence, of course. The establishment of teaching on the basis of modern, advanced pedagogical technology, the constant search for a clear and interesting organization of the educational process for students remains an important task of the teacher. Students' musical-theoretical knowledge, practical, based on the organization of lessons using advanced pedagogical technologies in the lessons of "music culture" in secondary school research aimed at the formation of executive skills and competencies, the effectiveness of practical work is explained by the above-mentioned concluding remarks. As a result of the teacher's use of such educational technologies, students' interest in these lessons increases, attracts their attention and strengthens their memory. Advanced pedagogical technologies, correctly selected by the teacher during the lesson, show their effectiveness in imparting knowledge to students, their spiritual upbringing. The mentioned pedagogical technologies are expedient if they are used by the teacher in the process of music culture lessons.

In conclusion, if teachers make effective use of modern pedagogical technologies in the classroom, the effectiveness of music lessons will be high. After all, students need to be interested in the art of music in all its nuances. The main goal of the musical activities will be to develop students' artistic perception of music, singing individually and in groups, dancing and creative skills. Therefore, the main task of music education is to develop

students' musical talent, increase their love and passion for music, interest in music, create the necessary conditions for them, meet their artistic needs.

In this sense, we achieve the goal set by teachers through various content, methods, forms and means of education, using pedagogical technologies in order to develop the spiritual, moral and artistic culture of students, using the effective educational power of music. A positive solution to these problems is music in secondary schools in the process of cultural lessons, pedagogical technology provides a wide range of opportunities to acquaint students with the methods of education and the development of their musical thinking, and thus the effective conduct of their upbringing.

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