

## UMUMTA'LIM MAKTABLARDAGI MUSIQA MADANIYATI DARSLARIDA METODLARDAN FOYDALANISH

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*Annotasiya: Mazkur maqolada zamonaviy dars va unga qo'yiladigan talablar, umumta'lim maktablaridagi musiqa madaniyati darslarini samarali tashkil etishda foydalaniladigan turli xil metodlar orqali o'quvchilarni darsga qiziqtirish haqida batafsil ma'lumot berilgan.*

*Kalit so'zlar: ta'lim, maktab, qiziqish, dars, aqliy qobiliyat, tarbiya, o'quvchi, metod, bilim, mavzu, jarayon, zamonaviy dars.*

## USING METHODS IN MUSIC CULTURE LESSONS IN GENERAL SCHOOLS

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*Annotation: This article provides detailed information about the modern lesson and its requirements, and the various methods used in the effective organization of music culture lessons in secondary schools to interest students in the lesson.*

*Keywords: education, school, interest, lesson, mental ability, upbringing, student, method, knowledge, subject, process, modern lesson.*

## ИСПОЛЬЗОВАНИЕ МЕТОДИКИ НА УРОКАХ МУЗЫКАЛЬНОЙ КУЛЬТУРЫ В ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛАХ

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*Аннотация: В данной статье представлена подробная информация о современном уроке и его требованиях, а также о различных методах, используемых при эффективной организации уроков музыкальной культуры в общеобразовательных школах с целью заинтересовать учащихся на уроке.*

*Ключевые слова: образование, школа, интерес, урок, умственные способности, воспитание, ученик, метод, знание, предмет, процесс, современный урок.*

The main form of organizing the educational process in the continuing education system is the lesson (educational session). A lesson is a logically complete whole, limited by a certain time, of the educational process. Each lesson activity is its main elements. The topic of the lesson, the purpose of the lesson, the type of the lesson, the equipment of the lesson, the progress of the lesson, the completion of the lesson, homework assignment. “A modern lesson is such a lesson”, writes J. Yuldoshev, in which the teacher skillfully uses the available opportunities of the learner, uses his mental potential, and the learner, in turn, deeply absorbs knowledge and walks like spiritual perfection. [1; P. 38]

Teachers need to know the requirements for the lesson during the preparation of the lesson. They are as follows: The teacher's dress code, speech, behavior, ability to set a personal example by loving the child. The teacher should clearly define the purpose of the lesson depending on the topic of the lesson and lead the learner to the goal. Educational, educational and developmental goals should be set correctly in each lesson. The learner should choose the right teaching methods depending on the level of preparation. In the lesson, it is necessary to fully comply with the requirements of sanitary hygiene.

Also, each teacher should have sufficient knowledge of the theoretical foundations of the subject he/she is teaching. Must have high professional training (in the field of music) and work independently. Must have knowledge, skills and abilities to organize the educational process using modern pedagogical technology and interactive methods. The normative documents of the subject taught by the teacher

(music) should be thorough.

Today, the changes taking place in our Republic are setting many tasks for the education sector and all our science teachers. The implementation of this task requires continuous improvement of the general and professional efficiency of each teacher, educator, independent activity and initiative. In this regard, it is an urgent issue to create a mechanism for implementing the national module of pedagogical technology in the educational process, based on the theoretical document of modular teaching in the design of educational subjects and training.

Module education is based on the programmed teaching processes used in the educational system in the last half of the 20th century. The original meaning of the word “Module” is “Model” which means a measure in Latin. The module represents the structural elements that make up the pedagogical technology. A module is a logically separated part of learning information, which consists of a whole and complete content and mastery control. Each module is interrelated and regularly conducted according to the purpose. [2; P. 34]

The module provides an opportunity for students to work consciously within the framework of a common goal. Teaching technology is increasingly used in the educational process as a component of pedagogical technology. The main goal of modular education is to transform knowledge into skills by acquiring knowledge on a specific educational topic.

The analysis shows that the use of teaching technology suitable for almost all subjects in education has a positive effect. The main task of module technology is to improve the quality and efficiency of education. The basis of the introduction of the module teaching technology to music and other subjects is the development of pedagogical thinking, the thorough mastering of innovative teaching methods and pedagogical technology, as they increase the quality and efficiency of teaching. Another of the main tasks of modular education is a node consisting of interrelated subjects.

The meaning of the expression “Educational technology” is a science, teaching, which provides information about the organization of the educational process at the level of art with high skill. Educational technology is a perfectly functioning system of educational process components designed in advance to achieve scientifically based and guaranteed results of achieving educational goals. Pedagogical technology is related to information technology and means the use of computers and various technical tools that are necessary to be used in the teaching process. Pedagogical technology is the main basis of the technology chosen for the cooperation of the teacher and the student to achieve a guaranteed result. is a learned science. The science of methodology is a science that teaches people the methods of education and the laws of studying subjects. In general, pedagogy and methodology are inseparable concepts.

The methodology of teaching music as a pedagogic science presents teaching methods that have been tested in experience and have given effective results in practice. The methodology is mainly based on the research results of pedagogy, psychology, aesthetics and art science. He describes the rules of music education, defines the modern method used in educating the younger generation. Methodology refers to the content of the teacher’s methods of working with students in the educational process. Music teaching methodology requires the teacher to be talented, capable and hardworking. because music pedagogy is a difficult and very responsible field.

The subject “Music teaching methodology and school repertoire” is a subject that teaches the content, tasks and methods of teaching music, and implements the forms and ways of organizing educational processes. [3; P. 26] The word “methodology” is a Greek word that means «a way of research», «a way of knowing» and is considered a separate part of education, the sum of which is music education methods. is called Music teaching methods are the methods of work used by the teacher in the development of knowledge, skills and abilities of schoolchildren, in the development of their creative abilities and in the formation of their worldview.

In the implementation of the tasks of the music teaching methodology, together with a number of methods of music teaching, the practical direction of pedagogy is occupied by special (optimal) methods, and the use of music is of great importance. Music teaching methodology depends on effective use of special methods of teaching (optimization) in music lessons. In the researches of our senior scientists, they described the personality of the school teacher and the professional requirements for him, and the need to solve the attitude of the students in the process of using special methods on a scientific basis.

A special method is a method that encourages the search for the relationship between the teacher

and the student in the activity of the teacher and the student in the process of learning, while clarifying and strengthening the content and topic of practical and creative works of a subject. Special (optimal) methods of teaching music are divided into four types:

1. The method of musical generalization of the lesson.
2. The method of «running» in advance to the subject and going back.
3. The method of emotional dramaturgy of lesson content.
4. Pedagogical observation of the lesson and method of educational evaluation.

1. The method of musical generalization is the leading part of the lesson and is aimed at developing the student's musical perception, logical and artistic thinking: a) the teacher creates a concrete task that must be solved in the lesson;

- b) the teacher and the student solve the problem together;
- c) students make final conclusions.

2. "Running ahead", that is, using previously learned material to test the student's readiness to master new material, it is used to rely on previously acquired knowledge.

3. The logical integrity of the lesson is achieved with the method of emotional dramaturgy. [4; P. 54] In this, works are selected for the lesson plan based on the theme of the quarter. The topics chosen will also be appropriate. The teacher should make the lesson interesting with performance skills and mastery of words. It is necessary to actively involve the students in the lesson and reach the emotional dramaturgy of the lesson, that is, the climax. The music teacher requires concerts, art evenings, and meetings to be held in addition to music lessons.

4. Pedagogical observation of the lesson and assessment of knowledge are divided into several types depending on the purpose:

- a) the type that organizes and implements the student's cognitive activity;
- b) encouraging and reprimanding educational activities;
- c) management and control of the effectiveness of reading and cognitive activities.

It is necessary to be careful in the evaluation so that the student's mood does not fall. Do not lose interest in lessons and singing. The opposite is the case with incentives. The relationship between the teacher and the student should not deviate from the norm. Perhaps the incentive should be to serve as an example to other students in the classroom and strive to be polite and intelligent. Thus, there are general types of music teaching methods.

1. Oral method of teaching music.
2. Exhibition teaching method.
3. Practical teaching method.
4. Game method.
5. Comparison method.

6. The method of working with children who have no musical education. [5; P. 56]

The oral method of music teaching Music class requires a special skill of the teacher. With his artistic introduction to the work, the teacher takes the students into the world of wonderful and magical music. By means of a story or a conversation, children are attracted and achieve an artistic perception of music. Basically, this method is used more in elementary school. A story is a lively, emotionally vivid account of a musical piece by a teacher.

The story is short, figurative, vivid, interesting, and its purpose is to teach the student to artistic perception. Conversation is a dialogic activity between the teacher and students, which encourages students to think independently. They develops speech, strengthens thinking, activates cognitive abilities and expands worldview. Explanation is used in music lessons as a method of scientific proof. This is a very important part of music.

Visual teaching method which musical movements consist of melodies and sounds. It can only be heard and perceived by the auditory organs. Demonstration teaching is done using sheet music, posters, pictures, conductor expressions, dance movements, children's musical instruments, live and accurate music performance. Therefore, live music will serve as the main exhibition in the lesson.

Practical teaching method Practical methods are used to develop students' vocal and choral skills, to analyze the structure and composition of music, to determine its genres and forms, and to learn musical notation. Practical methods are an important tool for developing vocal and choral skills.

The game method. The game method gives a more positive result in elementary grades. The manual and lesson game being created on the basis of the new program and its elements have been widely introduced. Elementary school students tend to be active and playful. The musical games used in the lesson increase the student's musical education, develop musical ability, strengthen memory and arouse interest in music lessons. Comparison method.

In the process of music lessons, the method of contrast, that is, comparison, is widely used. It is widely used by the teacher in vocal and choral works, in the analysis of the musical work and in the definition of the genre, in the comparison of the performances of the students with the grammatical writing. For example, it is used to distinguish dance, march genres, tempos, performances on various musical instruments. The method of working with children with a lack of musical education. Students with a lack of musical education are divided into differential groups during the lesson, and individually (individually) after the lesson.

The differential group means that students are divided into three groups based on musical ability, reading and voice.

Group 1 includes students with good musical ability and sonorous voice; Group 2 includes students with average voice and musical ability, that is, they follow the teacher's voice, rely on the words of the instrument, and sing following the voice of their friends;

The 3rd group includes students with poor voice and poor hearing and musical abilities. In the course of the music lesson, these students are transferred to their own in the following order: in the first row, those who rely on the teacher's voice to sing, in the second row, students who have no musical knowledge and do not have a good alternative, in the third row, those who are capable, children with loud voices are planted. [6; P. 27]

In this, the students in the second row try to sing beautifully by listening to the music from the people around them. With this method, it is possible to develop the student's musical skills. After school, some children who have no musical education are taught individually, tasks are given, their voices are adjusted, and songs are taught separately. In this way, all students have the same interest in music, singing, passion for listening to music, ability, music education, and singing skills are formed.

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