

Proper Formation Of Music Lessons In General Secondary Schools

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Abstract: *The use of visual aids in music culture classes in secondary schools is of particular importance. Demonstration methods are forms of learning that are highly dependent on the visual aids and techniques used in the learning process. In other words, the visual aids of education determine the nature of the study and acquisition of musical knowledge.*

Keywords: music culture, method, musical activity, visual aids, pedagogical technology

I. INTRODUCTION

Achieving demonstration in the introduction of group singing techniques and the use of such teaching methods will depend on the emotional images and perceptions that students form or recall through visual aids in music lessons. It outlined methods for engaging students and the process of motivating them in their assessment.

II. METHODS

While waiting for answers to questions about all types of musical activities in music culture classes, they actively think about visual information, look for solutions to the problems raised, and therefore actively read the educational material. they do. Unintentional display of visual aids takes a lot of time in music lessons and can even be harmful in terms of achieving the overall goal of the lesson. Music is an art of moving melodic and harmonic sounds. It can only be perceived by listening to it through the hearing organ. Visualization does not play a major role in this, but notes, posters, tables, teacher-conducted expressions, dance moves, etc. that are represented on the board help to perceive or play music lively and clearly. Most importantly, in the process of cognition, it is necessary to teach students to observe the "flow" of music, and thus to perceive what or what images are expressed on the basis of music. This means that music, unlike other arts, requires almost secondary use of visual aids in the classroom.

Pictures and pictures depicting images or plots in the classroom are of more interest to primary school students. In practice, the use of more moving visual aids, such as instrumental performance, conducting gestures, conducting on the basis of musical measurements, dancing, the use of various didactic movements, the representation of register and rhythmic speed on graphic lines on the board increases lesson effectiveness in lessons.

It is known that in traditional classes, the teacher is at the center of the educational process. She explains, asks for and evaluates the study material.

Students, on the other hand, are slow participants in the teaching process, listening to the teacher's explanation and simply answering her questions.

In teaching based on pedagogical technology, the student independently acquires knowledge and skills, as well as the level of evaluation of their activities. The performer of such training is the student.

The teacher participates in this as the organizer of learning, the assistant of the student.

All the children in the class sing in unison during the lesson. It is true that children who sing incorrectly at first interfere with the general song, the purity of the melody: but it should be remembered that children's ability to listen to music gradually develops in the process of teaching.

If a student sings poorly during class, it does not mean that he or she has a poor ability to listen to music. He may hear well, but his voice is unruly. In such cases, there is no harmony between listening to music and sound.

After some time, as the vocal apparatus develops and its range expands, it often becomes apparent that the student has the ability to listen to music, as well as the necessary vocal chorus ability. If the student is singing only a few sounds in the middle of the range, it means that his abilities are not limited, not his ability to listen to music.

Independent performance of tasks by students in music lessons plays a part of the role of the program in the implementation of teaching based on pedagogical technology.

Non-traditional teaching can be divided into sections or chapters. The organization of such training usually begins with the creation of a technology map.

For example: the importance of vocal and choral skills in music lessons, the acquisition of knowledge and skills in working with additional literature on the types of vocal and choral skills and the purpose and function of each

One student leaves the classroom. The rest agree on a song. Then everyone chooses one word for themselves. When everyone is ready, an outside student is invited. When he enters, he begins to say his word to everyone. The child has to find the name of this song. When the student finds the name of the song, he is applauded. At the end of the game, the children's impressions are asked and sung together.

One of the most important requirements for a modern lesson is the scientific basis of the chosen topic in each lesson, that is, to determine the size of the topic, to determine its complexity, taking into account the purpose of the lesson and the capabilities of students. linking, determining the sequence of homework and independent work given to students, identifying the equipment needed in the lesson and enriching it with additional visual aids, using additional information technology (computer) in the lesson is to create a problematic situation.

One of the main requirements for the lesson is that all didactic tasks should be solved in the classroom, and homework should be a logical continuation of the knowledge acquired by students in the classroom. During the lesson, the teacher should take into account the physical condition, creativity, talent, ability, quick thinking of students. If each lesson is analyzed with the students, the result will be as expected.

Nowadays, due to modern requirements, non-traditional types of lessons are entering the system of music education. We have developed several non-traditional types of lessons that can be used in music education based on existing pedagogical technologies. Let's take a look at one type of lesson.

III. RESULTS

Concert lessons - the practical application of musical and theoretical knowledge of students, the assessment of their own and others' knowledge, learning to behave on stage, the formation of skills of group singing and soloism, the use of children's musical instruments. It creates a wide range of possibilities for being, performing dance elements, and so on. It is advisable to hold such classes mainly at the end of one term and at the beginning of another. Because in this type of lesson, students will hold a "concert" based on the songs they have learned during the quarter. Such classes provide ample opportunity to assess and assess students' knowledge. The lesson is planned in advance. Students prepare songs that they have learned

IV. DISCUSSION

The lessons are organized according to a specific system, with the teacher allocating to the students what song to sing before the lesson and which song to play after which. In such classes, the teacher will be able to assess almost all students. Dressing for the concert in accordance with the content of the songs will increase the interest of students and increase the effectiveness of the lesson. In concert classes, students should be given the opportunity to use their knowledge and talents. For example, someone sings a good song, someone chooses to dance, someone has a strong acting ability. The teacher should be alert and organize a concert, taking into account the wishes and abilities of each student.

V. CONCLUSION

In the formation of knowledge and skills of students in general secondary schools, 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 the acquisition of knowledge, the development of creative skills, the more effective the lesson, the better the education of young people. To do this, it is necessary to master the extracurricular activities, the activities of clubs, and to organize the leisure time of students on a voluntary basis.

VI. REFERENCES

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