Technology for the Application of Advanced Pedagogical Technologies in Music Lessons Taught at School

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ABSTRACT

This article discusses the issues of teaching music education in the "music culture" classes of secondary schools, ensuring the creative activity of students in the process of music lessons and the introduction of advanced pedagogical technologies in music lessons.

KEYWORDS: music, skill, composer, pedagogical idea, method, rhythm, instrument, repertoire.

As we carry out music education and upbringing in the "music culture" classes of secondary schools, in front of the teacher, first of all, students are taught the art of music, the lessons they teach, the knowledge they impart, the the primary grades, the interest and inclination to listen melody they study. The task should be to arouse interest and enthusiasm for the songs. Singing at school, especially in to music, gradually the positive attitude of young people to the art of music, as well as the development and formation of their needs play an important role.

Music lessons are by nature both art and education. Organizing it in a colorful, meaningful and interesting way requires great pedagogical and professional skills of each teacher. "It is very difficult to teach children art," says the famous composer-educator D.B.Kabalevsky.

In this regard, it is important to ensure the creative activity of students in the process of music lessons. Understanding music, enjoying its emotional impact depends not only on knowledge, skills and abilities, but also on the participation of emotional feelings. The more active and deep the emotions in the performance and perception of the work, the more conscious and effective will be their understanding and assimilation. These cases, in turn, are a process of creative activity. After all, boring and monotony can't create a state of lively emotion in the classroom.

Students' interest in the lesson depends primarily on the repertoire and methods (traditional or interactive methods) chosen for listening and performing. The main criteria of the repertoire of works selected for primary school depends on their age, interests, level of knowledge and skills.

Accordingly, the methods used should be more playful. The works, which are organized in the form of various competitions with the participation of fun, games, dances and themes related to children's fairy tales, animals, birds, plants, landscapes, birds, arouse students' interest and enthusiasm for the lesson. father, develops aesthetic feelings, musical abilities. The use of folk songs, works of fraternal peoples and composers, as well as modern songs, will make the lessons more meaningful and active, will have a strong impact on the formation of feelings of love and affection for the heritage of folk music among young people. reaches

Creative activity occurs in every lesson.

Lessons of modern music culture can be considered as an artistic and pedagogical work. Because it is created by the teacher based on his individual creativity and experience. The composition and dramaturgy of the lesson, its artistic and pedagogical idea, goals and objectives, forms, methodical methods and technologies also develop students' interest in music, educational materials, instill in them the spiritual content of music art and culture. , understanding of modern musical creative activity - all this is the product of the teacher's creative approach.

When planning a music lesson (one-hour), the teacher identifies the purpose, task, topic, type and form of teaching, musical activities and the knowledge, methods and technologies to be given to students in their content, and then creates a lesson scenario. Every activity of the lesson: listening to music, singing as a group, music literacy, rhythmic movements, accompaniment on musical instruments, games - should be interconnected and integrated. Various technologies, tools, methods and techniques are used to actively involve students in the lessons

It is known that any pedagogical technology should be based on the principles of education, developing a new project of education, and should be focused on the individual student. The teacher-student, student-teacher interaction should be based on modern requirements for interaction and interaction. In this process, the skills of working with students are formed. In contrast to the methodological development of the educational process, aimed at the active, effective participation of students, the pedagogical technology of education is focused on students, as well as their individual and joint activities with the teacher. creates conditions for mastering the material.

The choice of the type of pedagogical technology depends on the level of knowledge and skills to be acquired in the lessons and classes.

There are many technologies used in the teaching process. These technologies will be designed for the age of the students, the teaching of the majority or individual lessons.

Today, the interest in the introduction of new pedagogical technologies in the educational process is growing day by day. Because pedagogical technology and interactive methods make it easier for students to acquire thorough knowledge and skills. Here we will briefly dwell on some of the technologies used in our practice.

Dance + smile technology.

1.These technologies can be used more in the primary grades. The use of dance melodies "Qari navo", "Osmoniya", "Andijan polka", "Dilxiroj" in primary school textbooks gives good results. In this case, the students involved in the game-dance stand in the desired position. The teacher invites all students to dance to the pleasant music.

2. Students dance freely. When the music is over, he should say a congratulatory word with a smile to his friend who stopped by.

3. It is strictly forbidden to say words that criticize or disappoint everyone. Students can be addressed as follows: "I'm glad you danced", "You're a beautiful dancer", "I really liked your dance style", etc.

Pantomime services.

Students sit in a circle. The teacher distributes a picture of musical instruments to the students. The students' task is to demonstrate in action how the melody is played on these instruments. The rest have to observe and find out which musical instrument is being shown. For example, if the picture shows a circle, it is shown with a hand gesture while sitting on a chair, trumpets, horns, gijjak, rubob, dutar, piano, musical instruments with appropriate hand movements. described. Discussed after the speeches of 5-6 students.

Bilog'on Street style.

In this technology, students are divided into groups (4-5), each group is shown portraits of composers. Students name the lives, activities and works of composers, sing some parts of their works.

1. "Puzzle Street" style.

In this method, students divided into groups are given the task of solving a riddle
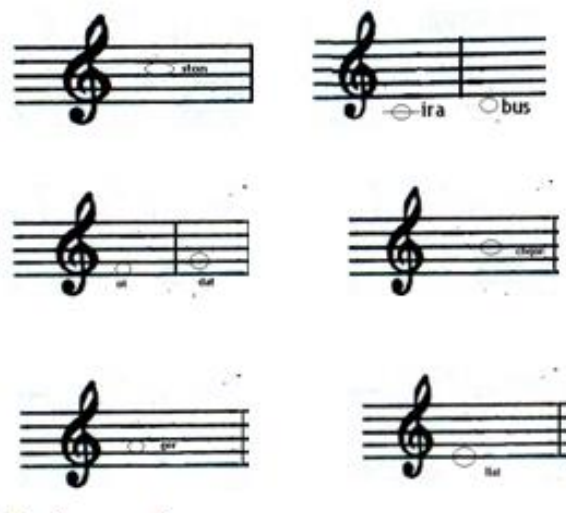
Scales services.

This method summarizes the previous topics with more evidence and compares them with the answers of other group participants. The group that answers correctly is the winner.

The use of pedagogical technologies aimed at thinking, observing, demonstrating their knowledge, ingenuity and ingenuity, along with the democratization of the teaching process, develops teacher-student cooperation, student creativity. The constant interaction and communication of teachers and students is important to increase the effectiveness of the lesson, to expand the scope of knowledge of students.

Interactive methods are a factor in creating a creative environment in the classroom on the basis of interaction between teachers and students, increasing the effectiveness of the lesson, the formation of students' ability to think independently, to express their attitudes. In such methods, the student actively participates individually, in pairs, in groups, in a group, trying to find answers to problems and questions, thinks, evaluates, writes, speaks, presents the problem with evidence and reasoning. tries to illuminate. This is firmly ingrained in the memory of students. Teaches a critical, analytical approach to learning a new topic (information). The teacher acts only as a guide, organizer, observer, evaluator.

There are many types of interactive methods. Here are some of them that we have used in our work:

Brainstorming method. Brainstorming is a learning style that allows each student in the class to express their opinion on a question or problem posed by the teacher. The essence of the method is to take into account all the views of the learners, including those that are not sufficiently correct, as a way to summarize all the possible options for the problem or question identified by the teacher. In order to take part in this, it is necessary to write all these ideas on the board or on a special piece of paper. This will allow students to better understand the question or problem in the subsequent analysis of the ideas presented.

Methods of conducting a "mental attack". 1. The teacher asks a question, assignment, or problem to the class and invites students to express their opinions. 2. As an exception, all ideas (the more, the better) are written on the board or filipchart. 3. After recording all the ideas, the teacher forms all the ideas with the students, makes corrections to the ideas. Then, in order to use it, the most important ones are highlighted. Rules of "mental attack".

1. Adherence to the time schedule for the "smart attack";

2. To give all interested persons the opportunity to express their opinion within the allotted time;

3. The opinions expressed by students should not be criticized, discussed or evaluated;

4. If necessary, make corrections to the statement. But it is for the purpose of expressing an idea or thought clearly and concisely.

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