

Methodology of Use of Pedagogical Technologies in Music Lessons of General Education Schools

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Abstract: Before the lesson, the teacher tells the students which song to sing, and after which song, the lessons are organized based on a specific system, following the order. In such lessons, the teacher will have the opportunity to evaluate almost all students.

The article describes the method of using pedagogical technologies in music classes of secondary schools.

Keywords: musical education, introduction to the topic, deepening the topic, mastering the topic, final lesson-concert, self-awareness lessons, defense lessons, picture gallery lessons, funny and witty lesson, debate lessons.

Introduction.

In the 1970s of the 20th century, the following system of musical education was introduced in the schools of the former Union, including Uzbekistan. It developed separate, but interrelated types of program lessons:

- introductory lesson to the topic;
- subject deepening lesson;
- subject mastery lesson;
- the final lesson-concert.

Analysis of the music education system and generalization of its positive aspects made it possible to develop new types of music lessons.

The main part.

In order to make music lessons more interesting in modern times, the use of new pedagogical technologies in them gives good results. We offer the following types of lessons to make the lessons more interesting, lively, and cheerful:

Concert lessons, Quiz lessons, Interview lessons, Competition lessons, Orientation lessons (using illustrative material), "Around the table" lessons, Self-awareness lessons, Defense lessons, Picture gallery lessons, Funny and witty lessons, Debate lessons, etc. .

Each of these lessons has its own structure, task and methodical basis. In primary classes, if lessons are conducted in the form of games, students' activity increases and they perform the given tasks relatively easily. For example, when covering the topic of musical instruments, students are given

flashcards with pictures of different types of musical instruments.

The teacher plays music played on an instrument using an audio tape recorder. Pupils show by the cards in their hands what instrument the piece of music is played on. The most active students are evaluated and encouraged. For example, quiz-lessons, concert-lessons are conducted based on students' knowledge. The lesson-trip is based on a musical trip to nature and cities with the help of a video tape. Among the types of lessons that have been widely used so far:

1. Organizational lessons.
2. Mixed classes.
3. Dominant (one type of activity in the lesson - singing, listening to music, musical literacy, musical creativity - is superior to others) lessons.
4. Inspection lessons.
5. Comprehensive lessons.
6. Interview lessons.
7. Defense lessons.
8. Final lessons.

Currently, due to the demands of our time, non-traditional types of lessons are entering the musical education system. We have developed several non-traditional types of lessons that can be used in music education based on existing pedagogical technologies. Now we will comment on each type of lesson.

Concert lessons provide a wide opportunity for students to apply their musical-theoretical knowledge in practice, to evaluate their own and others' knowledge, to learn to behave on stage, to form the skills of singing in a group and as a soloist, to accompany children's musical instruments, to perform dance elements, etc. It is advisable to organize such classes mainly at the end of one quarter and the beginning of another. Because in this type of lesson, students perform a "concert" based on the songs they have learned during the quarter. Such lessons provide ample opportunity to determine and evaluate the students' knowledge level.

The lesson is planned in advance. Students prepare songs they have learned. The teacher must have assigned a task to each student in the previous lesson. Lessons begin with everyone singing the national anthem together. These lessons are important because students use all their creative abilities and performance skills. Such lessons lay the foundation for the formation of students' musical taste and musical outlook. In addition, students will develop the skills of self-control on stage, artistry, singing as a team, independence, and initiative.

Before the lesson, the teacher tells the students which song to sing, and after which song, the lessons are organized based on a certain system, following the order. In such lessons, the teacher will have the opportunity to evaluate almost all students. Coming to the "concert" classes dressed in accordance with the content of the songs will increase the interest of the students and increase the effectiveness of the lesson. In concert lessons, students should be given the opportunity to use their existing knowledge and talents.

For example, someone sings well, someone likes to dance, someone has strong acting skills. It is necessary for the teacher to organize a concert taking into account the wishes and possibilities of each student. Concert lessons can be dedicated to the birthday or work of a composer or writer. In this concert, the works created by this artist will be performed in the lesson, and the teacher or one of the students will talk about the life and work of the author.

Quiz lessons are mainly conducted in the process of listening to music.

The teacher plays music to the students using a technical instrument. Students, in turn, find the name,

performer, composer of this music. Such lessons are very useful when the topic "Composer, performer and listener" is taught. In such lessons, the teacher divides students into rows, that is, into teams. Points are awarded based on the activity of each team and the correct answers. Quiz lessons can be used in the process of not only listening to music, but also singing. In this, students are taught to have certain concepts about the creators of musical works - composers, poets and performers. Such lessons can be adapted to each subject.

For example, when a teacher teaches students the music of neighboring nations, listening to the music of different nations and peoples and determining which nation they belong to will develop the musical perception of the students. They learn to distinguish the music of other nations. Also, their musical outlook is formed. Quiz lessons lay the foundation for the formation of musical taste, musical perception and musical outlook.

Debate classes - in-depth analysis of musical works, knowledge of music literacy - music history, music literature, analysis of musical works, musical form, etc. will be aimed at strengthening of musical-theoretical knowledge. This type of training is mainly based on musical-theoretical knowledge acquired during a quarter or half year. Debate classes are organized based on students' previous knowledge.

It is considered a lesson that is organized for the purpose of explaining the impossible issues, reaching a consensus on controversial views, and on this basis, achieving independent acquisition of knowledge by students, forming musical thinking, musical perception, and musical culture. Debate classes are different from other classes in their own way. That is, there will be a dispute over some issue in these lessons.

Teacher and students share their feedback. In such classes, the debate is strong, and each point is supported by its evidence, and the most favorable option is accepted. Debate classes require a lot of preparation from students.

These lessons give students the foundation for present-responsibility, independent thinking, creative approach to events, deepening of their speech. Students in the class get different impressions from the same piece of music. Therefore, sharing their thoughts allows them to further enrich their thinking and imagination.

Debate classes are also of great pedagogical importance. It is one of the important tools in educating students' aesthetic feelings. The topic of the discussion is chosen by the teacher in terms of its relevance to the content and requirements of the curriculum, as well as to the age characteristics of the students. It is necessary to take into account the wishes and interests of students. Discussion questions are created by the teacher and invite students to debate. The teacher engages the students with questions and helps the students to be coherent and clear in their answers. Debate lessons create a foundation for students' speech to be clear and fluent, and to develop their communication skills. The organization of such classes brings the teacher and students closer to each other, creates a friendly relationship, and increases the efficiency of mastering musical-theoretical knowledge. Organizing such lessons requires teachers and students to follow several rules during the lesson:

From the students:

- to express one's thoughts clearly and without haste;
- to be respectful to the interlocutors during the discussion;
- maintaining etiquette (taking turns to answer by raising hands);
- not giving halal when other students speak;
- listen carefully to the opinions of interlocutors;
- do not deviate from the topic;
- to try to participate in the discussion, even if the opinion is wrong;

to prove one's opinion with evidence.

From the teacher:

- engaging students in discussion;
- ability to interest students;
- explaining and correcting students' mistakes;
- putting students' thoughts into one system;
- encourage active participants.

The main purpose of the fun and clever lesson is to test the students' knowledge in the lessons, to strengthen them, to control the knowledge they have acquired outside of the lesson, to direct them to a specific goal, to form the students' communication with musical works. The organization of the lesson in the form of a competition allows you to get to know the work of the studied composer or the history of the creation of a musical piece. In such lessons, it is important to understand the skills of composers, the musical tools embedded in the core of their works, to make them interested in mastering, and to accustom them to independent observation.

Forming the qualities of activity, ingenuity, ingenuity, vigilance in students is also a component of the purpose of this lesson. The fun and clever lesson is one of the non-traditional forms of lessons that ensure an interesting course of musical lessons and active participation of students. The fun and clever class can be conducted in several directions. Repetition of learned topics, singing, question- and-answer, identifying musical instruments, interpreting the meaning of listened musical works, organizing various didactic games for memorizing works can be a method for such lesson directions.

The teacher should make special preparations for the class of funny and smart people. He should prepare the questions in advance, plan in advance what educational and educational methods will be used in the lesson. There is a rich opportunity to organize musical games in such lessons. For example, "Find the tune!", "Field of miracles", "Ohanrabo", "Ball girls!", "Ball boys!" the effectiveness of classes can be increased by organizing such classes. It is advisable to organize fun and smart classes at the end of the academic year, at the end of the quarter, at the end of each section of the plan. In such lessons, the students in the class are divided into two groups, girls and boys, it is possible to divide between rows and parallel classes.

A captain is elected for each team. Two rival teams test their knowledge. Students who actively participate are encouraged. In such lessons, the presence of school management, teachers of other subjects, high school students as members of the jury increases the importance of the lesson and increases the interest of students. The fun and witty class should be announced to the students a week before it is scheduled. The conditions of the competition must be based on the previous lessons. Students will work on themselves for a week by repeating and reinforcing the information they need to know.

Knowledge and information about musical scenes, songs and other musical literacy are summarized. The scores of the students for each condition are written on the board and in the special notebooks of the jury members. At the end of the lesson, the scores are summarized and announced, and the winning team is encouraged. The process of preparation for such classes becomes a unique learning process for students, repetition and strengthening, research and puzzle, as well as the process of mastering musical-theoretical knowledge in general.

Educational games, miniature puzzles, mysterious tasks, alternating activities in the fun and clever class will accustom students to think, think, avoid boredom, stress and exhaustion. Also, in these lessons, the teacher will have the opportunity to learn and test the students in all aspects: their attitude towards their friends, culture of behavior, how they can behave in different situations, and other types of behavior and habits. When organizing a fun and clever lesson, the teacher should pay attention to the planning of the "Fun and clever" lesson based on the content and essence of the studied topic, the

expected goal and tasks to be performed, the level of knowledge and interests of the students.

Summary.

Students are divided into teams. The teacher types the questions in a series of specially prepared envelopes. Team captains take turns choosing envelopes and responding with their teams. Each question is given a fixed amount of time to prepare. At the end of the lesson, the team with the most points is evaluated with the highest points of the rating system. The rest of the team members are evaluated with lesser points according to their answers and so on. Such lessons increase students' interest in the lesson, activate them. Lessons around the table are very similar to the television game. When creating questions, the teacher should choose taking into account the age characteristics of the students and the topic of the lesson.

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