

ACTIVE DEVELOPMENT OF MUSIC COMPREHENSION SKILLS IN MUSIC EDUCATION

Khodjaeva Ziyodaxon

Andijan State University Lecturer at the Department of Music Education

ANNOTATION

In music lessons, the process of student-teacher interaction is based on personal contact. Directs and monitors the musical activities of all students in the music class without exception. It also encourages student interaction and supervision. The teacher's work in the classroom allows all students to acquire the basics of knowledge, skills and competencies that they are learning in the classroom.

Keywords. Music lesson, innovation, method, students, activity

ANNOTACIYA

Musiqa darsida o'quvchi bilan o'qituvchining o'zaro munosabat jarayoni shaxsiy aloqaga asoslangan. Musiqa darsida istenosiz barcha o'quvchilarning musiqiy faoliyatlarini yo'llaydi va nazorat qiladi. Shuningdek, o'quvchilarning orasidagi o'zaro aloqa va o'zaro nazoratni qo'llab - quvatlaydi. O'qituvchining darsdagi ishl barcha o'quvchilarning darsning o'zidayoq o'rganayotgan bilish asoslarini egallashlari, zarur ko'nikma va malakalarni xosil qilishlari uchun zamin yaratadi.

Kalit so'zlar. Musiqa darsi, innovatsiya, metod, o'quvchilar, faoliyat

АННОТАЦИЯ

На уроках музыки процесс взаимодействия ученика и преподавателя строится на личном контакте. Направляет и контролирует музыкальную деятельность всех без исключения учеников музыкального класса. Это также поощряет взаимодействие и наблюдение между студентами. Работа учителя в классе позволяет всем учащимся приобрести основы знаний, навыков и компетенций, которые они изучают в классе.

Ключевые слова. Урок музыки, инновации, метод, студенты, деятельность

RELEVANCE OF THE ARTICLE

It is true that the age of students is taken into account in the curriculum and textbooks, but there are a number of cases in which the choice of methods should be taken into account by the teacher. 'gri comes. For example, it is clear from the curriculum and textbook content that specific methods of oral teaching are still being used in the classroom, such as storytelling, conversation, and explanation. Here it is important for the teacher to focus on the specific age characteristics of the students' work skills and attention in the primary grades - storytelling, in the middle group of conversations - storytelling, and in the upper grades, in addition to the methods mentioned, should be taken into account considering the possibility of use. [1.B.54]

THE PURPOSE OF THE ARTICLE

The methods of cognitive activity of a reproductive nature are increasingly interchangeable with the upper classes, with the methods of partial research and problem-based research. The diversity of students' independent work on the acquisition of teaching materials - the weight of different methods increased from the lower grades to the upper grades, and the types of work directly related to the teacher's presentation of teaching materials in the classroom decreased goes.

There has been a decrease in the role of motivating and controlling musical activities from the lower grades to the upper grades with the interest of the content, and conversely, the importance of stimulating with the difficulty of being divided has increased. The level of direct management of learning activities decreases from the lower grades to the upper grades, and, conversely, the level and role of self-management of learning by students increases. The diversity of teaching methods in music lessons is also subject to certain changes depending on age, if this is the case with the ability of students in primary and secondary grades and while it is especially important to support interest in the winter, such an approach in the upper grades becomes less important because students, for example, are reluctant to listen to a lecture throughout the lesson. Here, too, diversity certainly plays a positive role when used optimally. [2.B.143]

The pace of students also undergoes a typical change in age, which is constantly increasing from the lower grades to the upper grades, resulting in an increase in the amount of learning material available for study throughout the lesson.

As students' abilities increase, so does the amount of homework they do. If the preparation of tasks in the lower grades takes 1 to 2 hours, in grades V-VI it takes 2.5 to 3 hours a day. It is important to keep in mind that students' learning opportunities do not develop in the same context as their learning opportunities.

By the seventh and eighth grades, it is replaced by an accelerated growth rate. When it comes to changing attitudes and discipline, there are some hesitations. For example, academic indiscipline is more common in the middle class, in early adolescence. The number of students who have a negative attitude towards reading is steadily increasing from the lower grades to the middle and upper grades. This often arises between the characteristics of educational psychology in early adolescence and its insufficient consideration in the educational process, as well as the transfer of high school students to the profession and study. It is associated with differences of opinion. [3.B.90]

In pedagogy, a system of methods and techniques has been developed to prevent students from mastering them. How do teachers use them in practice?

I selected and analyzed 10 lessons. As a result, more than fifty percent of the teachers included in the lessons did not include work on mistakes in homework, did not individualize homework for idle learners, did not include the material needed to master a new topic. It was found that they did not recommend repetition, nor did they allow students to respond using a plan they had made at home to describe the material.

When it comes to working with well-prepared students, it is important to increase the amount of exercises in the classroom, give them more questions and exercises or music literacy

assignments to complete in a given amount of time, and use research and independent work methods.

Thus, the potential of different teaching methods is relative, and when comparing these methods, it is necessary to take into account the conditions in which they are used, the nature of the tasks to be solved, the nature of the content, the age and level of preparation of students. In this experience of teachers, there are some cases of insufficient understanding of the problem of correct throwing of teaching methods. For example, in one of the schools, we noticed a plan called "The most convenient methods of teaching foreign languages." It focused on problem-based conversations and the use of teaching aids. But the optimality of this or that method is assessed not by its naming, its normality, but by its suitability for the tasks and content of the lesson, the capabilities of the teacher and the students. The most optimal methods allow you to better solve the tasks in the allotted time.

Great attention should be paid to the solution of educational tasks of the course, the understanding and choice of teaching methods in order to form a scientific outlook in students. [5.B.43]

Music-aesthetic education is a much broader concept than music education. In this process, music lessons play an important role, but do not play a special role. In music education, the active development of musical comprehension skills, the formation of a sense of love for the beauty of art and the environment, as well as the ability to creatively express their feelings in the language of music play an important role. If we talk about music education in a broad pedagogical sense, it means that the whole educational process in the system of educational institutions is organized in accordance with a certain goal. The goal of a goal-oriented, well-organized musical education is to form a well-rounded and harmoniously developed person who is always ready for work and social activity and love for the motherland.

Active understanding of the beauty of music requires thinking. The intellectual basis in the creation and perception of music should never be abandoned. When we listen to music, we not only feel this or that situation, but we also distinguish, select, evaluate, and think about the material being perceived.

Also, having a real musical taste is one of the most important qualities of this person, because the taste reflects the spiritual qualities of this or that person. So the struggle for a healthy taste means a concern for the human quality of the individual. A student with a perfect taste in music is not only a child who understands the masterpieces of art, he will appreciate the beauty of life in any form - in nature, manners, work or things around him. He is ready to strike at all ideological and moral depravity.

A lesson is an organizational form of school work in which the teacher works with a permanent group of teachers - the class - according to a strict schedule, leading the team's cognitive activities and linking the subject to different disciplines. He uses a variety of methods to achieve the didactic and educational tasks he sets in accordance with the curriculum.

The teaching process can be seen as a goal-oriented, coherent and interdependent activity of the teacher. During this activity, the participants' learning, development and upbringing tasks are solved. [6.B.94]

In music lessons, the process of student-teacher interaction is based on personal contact. Directs

and monitors the musical activities of all students in the music class without exception. It also encourages interaction and supervision between students. The teacher's work in the classroom allows all students to acquire the basics of knowledge that they are learning in the classroom, and to develop the necessary skills and competencies.

Each music lesson should enrich students with new knowledge, broaden their horizons, develop musical skills and competencies, or improve what they have already learned. Students move from class to class, as if they were stepping on a ladder.

CONCLUSION

The upbringing, teaching, development and teaching of students in the classroom should be done in a collaborative and interactive manner. This is one of the most important principles of music pedagogy.

The school does not aim to prepare students for professional music activities. However, the ability to understand, comprehend, and be influenced by music gives each student the knowledge, skills, and abilities to become a professional musician in the future, or the basics of musical aesthetic activity in a variety of forms. whether you want to be a well-prepared listener or not, you have to be impressed.

In turn, the educational objectives of the lesson have a significant impact on the organization of music education and its methodology. For example, the formation of independence and cognitive activity as individual tasks requires more attention to creativity and assignments in the classroom, to different types of work independently. [7]

The purpose of music lessons is to teach children to be active in beauty, to be creative in music. Modern music lessons have to solve the same task, and the more active and clear the task, the higher the level of music education in the school.

REFERENCES

1. Sh.M.Mirziyoev. Buyuk kelajagimizni mard va oliy janob xalqimiz bilan hirga quramiz.T. "O'zbekiston" 2017 yil.
2. Abralova M., Galieva D., Qo'shaev A. Musiqa. 3-sinf. O'qituvchilar uchun metodik qo'llanma. T., 2008 yil.
3. Boymirzayev X. va boshqalar. "Musiqa o'rganish metodikasi". T. 1995 yil
4. Babanskiy Yu. "Hozirgi zamon umum ta'lim maktabida o'qitish metodlari". Toshkent, "O'qituvchi", 1990 yil.
5. Karimova D. "Musiqiy pedagogik mahorat asoslari". Toshkent 2008yil.
6. "Maktabda musiqaviy tarbiya" (musiqa o'qituvchilari uchun metodik tavsiyalar). Toshkent. 1991 yil.
7. Soliev N, Umarov A "Musiqa savodi alifbosi o'qitish" bo'yicha o'quv- uslubiy qo'lanma. T. 2003 yil.