Forms, methods and means of preparing future music teachers for professional activity through the teaching of specialty subjects

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Abstract

The Professionalism, use new pedagogical technology for present-day day is a discriminating particularity to activity of the teacher of the music. As is well known, lesson of the music comprises of itself performance on music instrument, listening the music and analysis heard, questions historian-theoretical cycle and t.d. Teacher of the music must possess deep "three-dimensional" knowledge's, broad range of the music professions and know new methods and forms occupation which will help him in pedagogical activity.

Key words: teacher of the music, lesson of the music, listening the music, analysis heard, pedagogical technology.

Introduction

Today, the teaching staff of higher education institutions must have thoroughly mastered the following conditions of education, which are:

- excellent knowledge of the subject;
- to love his profession with all his heart;
- to arouse students' interest in science;
- organization of practical work on the basis of modern requirements;
- to have in-depth knowledge.

These conditions, in turn, will serve to further improve the professional skills of future music teachers, to train them as creative thinkers and enterprising professionals.

Organizing the educational process in educational institutions in accordance with the STS, on the basis of new pedagogical technologies and modern information technologies - requires high qualification of teachers of higher education institutions.

These techniques can be used in the teaching of specialty subjects in music education. At present, oral, visual, logical methods of teaching are used in lectures, independent work, problem-based methods are widely used in practical and laboratory classes of science, and scientific, inductive and deductive methods are widely used in the organization of independent learning of students.

The main criteria for choosing the optimal method of teaching methods are the following:

- lesson planning;
- main purpose of training;
- features of the topic content;
- demand and teacher opportunities;
- time allocated for training;
- compliance with the conditions of training.

It is very important to plan the course process, to choose the optimal method of mastering each subject and each subject, it is also important to take an individual approach based on the capabilities of each student when planning lesson technology for music education.

In training management technology, first and foremost, there is a clear, career-oriented purpose of the lesson, but it is possible to see which tool and sequence can be used to achieve this goal.
Problem situations are used in special subjects such as “Instrumental Performance and Ensemble Class”, “Traditional Singing” and others to give students a full understanding of the topic. Problem-based lessons, problem-solving questions and questions teach students to think independently, draw their own conclusions, justify their opinions. The following table shows the technology of problem-based practical training on the subject "Instrumental performance and ensemble class."

Topic: Execution range to know their properties.

### Technological map

<table>
<thead>
<tr>
<th>Course Objectives:</th>
<th>Know the performance range and their properties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informational and methodological support of the lesson</strong></td>
<td>The training will use information and communication technologies, the game &quot;Chrysanthemum&quot;, exercises aimed at developing students' performance and practical skills.</td>
</tr>
<tr>
<td><strong>Training equipment</strong></td>
<td>Musical instrument, note for performance, pictures with notes, handouts, electronic board for displaying visual materials.</td>
</tr>
<tr>
<td><strong>Basic textbooks and manuals</strong></td>
<td>1. Sh. Rakhimov Methods of teaching instrumental performance T. 2009</td>
</tr>
</tbody>
</table>

### The course of the lesson

<table>
<thead>
<tr>
<th>Type of work</th>
<th>time</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Organizational part</td>
<td>5 min</td>
<td>Greeting, attendance determination, audience and student readiness study, introductory interview.</td>
</tr>
<tr>
<td>II Checking theoretical knowledge</td>
<td>15 min</td>
<td>Distributed using handouts. Checked on the basis of performance on the instrument</td>
</tr>
<tr>
<td>III Know the performance range and their properties</td>
<td>10 min</td>
<td>Students are divided into 2 groups and held in the form of competitions. Exercise &quot;Chrysiontema&quot;.</td>
</tr>
<tr>
<td>IV Exercise 1</td>
<td>8 min</td>
<td>Students are given the task of performing barcodes on the instrument.</td>
</tr>
<tr>
<td>Exercise 3 tone of voice. Single and double tattoo exercises</td>
<td>6 min</td>
<td>Students develop the ability to change the performance of the same sound on different wires of a musical instrument.</td>
</tr>
<tr>
<td>Exercise 4 Creating sound in different ways</td>
<td>6 min</td>
<td>Students develop the ability to change the note by performing the same melody on different strings</td>
</tr>
<tr>
<td>Exercise 5 Play according to the note</td>
<td>10 min</td>
<td>Students develop the ability to change the note by performing the same melody on different strings</td>
</tr>
<tr>
<td>V Microdars: Introduction to ways to perform as an ensemble</td>
<td>15 min</td>
<td>The task is to work with the team and find original ways of performing.</td>
</tr>
</tbody>
</table>


Plan of the activity

1. Organizational part.
2. Checking theoretical knowledge.
3. To know the range of musical instruments and their properties.
4. Exercises to develop musical performance skills.
5. Mikrodars: Introduction to the ways of performing as an ensemble.
6. Completion of the lesson

The course of the lesson:

I. structural part.
II. Questions to test theoretical knowledge:
(Each question is written on separate papers and distributed to students as handouts).
1. Give examples of musical words?
2. Give examples of sound ranges of musical instruments?
3. What is the role of instrument tuning in instrumental performance?
4. The role of musical performance in education?
5. Explain the performance of the instrument and its role in the performance of the future teacher?
III. Execution range to know their properties.

Exercise 1 Exercise "Chrysanthemum".1.

Stage 1: students are divided into 2 groups of 5-6 people. Each group is given one large piece of paper and several markers. Each piece of paper should have a picture of a chrysanthemum flower and the word "instrumental performance" in the middle. Students should describe in writing the range of performance of national instruments. The teacher explains to students the conditions of the exercise.

Step 2: Team members are asked to write down the components of the instrumental performance skills on each petal. Chrysanthemum petals should be filled quickly, accurately and abundantly.

Step 3: Allow a certain amount of time to complete the task. Over time, one student from each group will make a presentation.

Step 4: At the end of the exercise, the teacher fills in the petals of a single “chrysanthemum” flower on the board and announces the winners.

IV. Exercises to develop musical performance skills.

Exercise 2 An exercise in creating single and double percussion sound modes on a musical instrument.

Step 1: The teacher explains and demonstrates the condition of the task, i.e. the methods of making sound on the instrument wires

Step 2: After that, an exercise is performed on each wire of the instrument

Step 3: You will be given a few minutes to complete the task. The teacher analyzes the performance on each wire separately. Each wire evaluates the student who practiced more and

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1 Нуриллаева Ш.Ў. Педагогик маҳорат курсидан амалий машғулотларни ташкил этиш технологияси. Қарши. Насаф нашриёти. 2011 йил 7-б
more correctly on the performance.

Exercise 3 Sound tone exercise. (2-3 students do).

Step 1: The teacher introduces several exercises to the students:
"Exercise on the 1st wire", "Exercise on the 2nd wire", "Exercise on the 3rd wire". Students are required to perform these exercises in a variety of tones.

Stage 2: with whole note, Stage 3: with half note,
Stage 4: with a quarter note, Stage 5: with a half note

Step 6: With a 16-point note.

Exercise 4 Single and double tattoo sound tone exercise. (2-3 students do).

Step 1: The teacher introduces a piece of music from several national melodies to the students:
«Яллама ёрим!»Ўзбек халқ кўй,
«Дўлонча!»Ўзбек халқ кўйи,
«Қашқарча!»Ўзбек халқ кўйи.

Students are required to perform these melodies in a variety of tones.

Step 2: depending on the note;
Step 3: play with numbers;
Step 4: dynamic playback;
Step 5: Perform in an artistic tone;
Step 6: Execute in a circle.

During the exercise, students will be assessed on their ability to master melodies in accordance with the content of the melody, as well as on the effective, figurative and natural sound of their sounds.

Exercise 5 Play a melody depending on the note.

Uzbek folk song "Kashgarcha"

V. Mikrodars: Introduction to the ensemble team.

Group students perform exercises learned together. This develops their ability to perform as an ensemble

VI. Completion of training.

The teacher summarizes the topic, announcing the students 'grades for today's lesson. Gives assignments to prepare for the next lesson and completes the lesson.

References:

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