Methods of Teaching Students Studying in the Field of Music Education in Higher Education How to Organize the Principles of Music Teaching in a Modern Way

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Abstract: It is known that the XXI century is the century of technology, so today every educator and student can develop a mind and a deep understanding of all methods of technology. In particular, the head of state stressed the need to expand the Internet. It was noted that today's children have independent access to the Internet, they are freely aware of world news.

In this article, the author provides insights and advice on how to teach students studying music in higher education in a modern way to organize the principles of music teaching.

Keywords: Secondary schools, students, Public education system, Music culture, music methodology, instrumental melodies, instrumental words, teaching methods, principles.

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Introduction. As we develop the rules of independent thinking in secondary school students, especially primary school students will be able to express their independent opinions, sing songs live, think independently, and most importantly, consciously listen to national music. It is important that they understand and sing the song.

In 2005, the system of public education underwent deeper changes. The introduction of innovations in education to strengthen the scientific and professional potential of teachers, increase the quality and effectiveness of lessons has risen to the level of demand. In other words, more attention has been paid to the application and introduction of innovative technologies in education.

It is planned to organize modern lessons for music teachers with the use of innovative technologies. Even at the Republican conferences and events, ways to rationally use innovative technologies have been identified.

Through the application of innovative technologies in the educational process, teachers gain a lot of innovations, especially the study of the level of development of society, secular knowledge increases in the teacher, is formed in students, it is in the world of music development skills to innovate In short, the creation of innovations strengthens the criteria of the educational process, the exchange of ideas and the expansion of the level of practical knowledge.

It is known that the XXI century is a century of technology, so today every educator and student can develop a mind and a deep understanding of all methods of technology. In particular, the head of state stressed the need to expand the Internet. It was noted that today's children have independent access to the Internet, they are freely aware of world news.

At the heart of innovative technology is the study of existing educational institutions in the world, their activities and the effectiveness of teaching, and their introduction in the classroom. World news, the process of their development, the introduction of lesson plans, and most importantly, the introduction of the effective use of time in the classroom are also considered in the application of this technology. When the term "late for work" is not used in Japan, it means that no one is late for work and saves time. People who value such time will have no problems in their work.
All students studying in European countries are independent thinkers, who easily understand the knowledge and skills imparted by the teacher in the classroom and are free to discuss and debate. In other words, there is a basis for their independent thinking, and the teachers of such students can, of course, have a thousand times more knowledge and professional skills than their students.

We also have independent-thinking students who can be active in the classroom and make the lesson fun and interesting. The head of state's interpretation of the fact that today's child has an independent opinion also encourages teachers to strive for innovation and technological progress:

“Independent thinking not only enhances the perception of music, but also the ability to speak. "Especially with the study of moral norms, the child's desire for perfection, the expansion of knowledge, the sense of life increases."

In independent thinking, I would like to emphasize that it is necessary to form independent education among students, which is important today in educational institutions. This is because teachers may not be able to achieve their goals through an hour-long lesson or extra-curricular activities, and they need to be taught independently to practice more freely and to think independently.

The use of innovative technologies in the classroom strengthens, expands and enriches the knowledge acquired by students in the classroom, the formation of skills, competencies and qualities necessary for learning and future activities, as well as is a form of development.

This process requires consideration of a number of factors related to students' leisure time, interest in technological education, behavior, character, temperament aimed at self-education.

In the widespread introduction of innovative technological education among students, it is possible to achieve the enrichment of independent thinking by giving a variety of tasks to high school students. The purpose of such a process is to teach them to acquire new knowledge, to strengthen it on the basis of repetition, to prepare assignments in a timely manner, to find the necessary literature, to organize leisure time wisely, to keep abreast of events in society, to teach them to evaluate, to develop their interest in the study of various disciplines of music, to form a scientific worldview, to develop a musical-aesthetic taste, to develop the ability to work on themselves regularly and diligently.

It is necessary to pay special attention to the organization of extracurricular activities among primary school students who acquire knowledge and skills in colleges. Literacy activities lead to the practice of all other interrelated activities.

The upbringing of the younger generation is a very important issue for the development of our society, in fact, our students are the reflection in the mirror. They accept the way we educate and bring up today's youth. Nowadays we live in the age of technology, so our young people are talented, especially in music lessons or in the creative activity of the future artist. It is necessary to hold more lessons. It goes without saying that in music lessons we use pictures, and artists can listen to music and draw, so that the teacher has an exhibition.

In order to form the knowledge and skills of young people in colleges, to achieve professional development in order to achieve their perfection, teachers must bring modern programs to education, drawing conclusions from the above. The more the student is involved in learning, the development of creative abilities, 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, to achieve the voluntary organization of leisure time of students.

Enjoying the classical and modern values of our people in the lessons of music culture is important for the effectiveness of the lessons, as well as in the fine arts. During the lesson, the teacher can not only listen to music and sing or draw, but also have an interesting open dialogue on the topic "Etiquette - the beauty of man", using the teachings of our great ancestors.
For example, in music lessons in primary school, students can think independently through the study of music and the discussion of love for our country, mutual respect and the rules of morality. Based on the content of the song, it is possible to tell the children to draw a picture, so that the flag they drew, the image of the humo bird on our coat of arms come to life.

Naturally, music directs the inner and outer world of a person to beauty and goodness through melodies. In other words, the qualities that people need to have are found in music, including the national anthem, which is combined with beautiful movement, politeness and cheerfulness. It should be noted that a well-mannered child is gentle, kind and humble to his parents. Rude, arrogant and selfish children do not like the wind. Unpleasant songs or obscene pictures are also annoying.

Through the study of educational songs during the lesson, students develop creative thinking, independent thinking and the ability to compare images. A student who is able to think independently learns a song taught by a teacher correctly, pays attention to its content, sings and is effective.

The music teacher should ask the student a question based on the topic so that the question becomes very simple and interesting. For 45 minutes, the teacher-educator must show himself to the students through the etiquette of greeting, the culture of speech, artistic imagery, high pedagogical skills, creativity. When organizing a lesson, the teacher must take into account the age and interests of the student, so that his students can think independently and follow the example of their teacher.

In the introduction of innovative technologies, it is necessary to ensure that students behave freely. At the same time, it is necessary to invent innovations, to provide students with musical "videos" as an absolute novelty, to achieve technology in the teaching of national music, adding the spirit of the times.

Simple and interesting "methods" should be used so that students do not overextend their thinking skills when introducing an innovative system. During the lesson, especially when drawing landscapes in the bosom of nature, it will be interesting for the student, he will create freely. By enriching their spirituality, first of all, the younger generation should be able to think independently about their ancestors, riches, especially our traditions and customs. As we develop the rules of independent thinking in students, it is especially important for primary school students to be able to speak fluently, to think independently, and most importantly, to consciously understand national music and draw pictures vividly.

In the introduction of innovative technologies in music lessons, it is necessary to pay attention to educational skills in the introduction of innovations from other countries. Because the music of another country may not correspond to our ancient music or reflect our traditions. Then we can see their strengths, for example, that even elementary school students can easily sing to the note, distinguish the tempo and tempo, quickly recognize different musical sounds, sing as a group in two voices.

Another aspect of innovative technology is the integration, study and introduction of new forms of different views of other nations, such as natural skills, the effectiveness of creative research, in-depth knowledge of technology, and enhances the visual arts as well as speaking and imagining. Especially with the study of moral norms, the child's sense of striving for perfection, expanding the scope of knowledge, the struggle for survival increases.

In the development of vocational education, teachers must use their creative abilities to educate students and young people to achieve perfection. There is nothing to stop it. Today, the organization of modern lessons based on new pedagogical technologies in teaching and educating students is a requirement of the times.

Young people who study the Internet and strive for innovation, first of all, should be able to think independently, strengthen their understanding of music, as well as the ability to speak.
culturally. Only a polite and cultured person can find and learn what to look for on the Internet. In particular, it is necessary to study the norms of morality, to strive for perfection in the child, to expand the scope of knowledge, to study the way of life.

In accordance with the Law of the Republic of Uzbekistan "On Education", the National Program of Personnel Training and the requirements of the STS, the basis for the development of vocational education. After the introduction of nine years of general secondary education, a new program was created in the field of music culture, along with all other disciplines, with a priority of national performance and on the basis of modern requirements.

Textbooks, manuals, recommendations, approximate thematic work plans are created on the basis of the program, because the nature of music has a strong influence on human emotions, as well as to introduce students to the world of sophistication, music perception, music literacy and is an important means of moral and ideological education.

As stated in the state educational standards, the use of local-methodical songs, the study of works by local composers are useful in music culture lessons. The student quickly learns songs in this way. They feel the sweetness of the melody, but the folk songs and maqoms given in the seventh grade are difficult for college students to learn. It is appropriate to give such songs to vocational schools.

Only an educated child fulfills the task given by the teacher. It is important to form their musical performance in independent work with students. The state educational standard also emphasizes the importance of musical performance in the practice of all activities.

From this point of view, it is expedient to rely on new pedagogical technologies in the musical perception of music, the use of innovative technologies, taking into account a number of factors that affect the formation of musical abilities of young people.

In the independent task given to the student it is recommended to use a wide range of game methods in the implementation of musical movements, musical creativity.

Music lessons differ from other school subjects in their art, fun and imaginative experiences. Music has a positive effect on the mental and moral upbringing of children. Art education is its logical content.

Music is an art associated with a definite measure of time. A work cannot be perfectly understood if it is not tuned to the speed of the music and listened to every element of it. That is why when you listen to music over and over again, its new artistic aspects are revealed.

Music lessons are based on the didactic theory and principles of pedagogy. These principles determine the content, methods and basic requirements of the course structure and its directions.

The basic laws of the teaching process are clearly reflected in the didactic principles. The principles of teaching should be understood as the basic laws that determine the choice of content, methods, forms of organization of the learning process and the whole process of its teaching, which underlies teaching.

There is an integral relationship between the principles. Violation of one of them leads to the violation of the other. From the principles arise the rules of teaching, the rules define the nature of certain methods of the teacher and lead to the implementation of the principles. The rules are developed not only by didactics, but also by special methodologies related to the learning situation.

The organization of the principles of music teaching in a modern form is based on the creative abilities of the teacher. All types of principles can be transferred in a modern way, but it is necessary to create a program in accordance with the age of the child without mixing. For example, when using the principles of awareness and activism, the lesson is interesting in itself, so the teacher can conduct the lesson in an interesting playful way, but as I said above, this principle should not be strained, because this principle is implemented in connection with the
mental processes of children.

Principles of consciousness and activity. This principle is one of the leading principles of didactics. The principles of awareness and activity of students based on the leadership role of the teacher imply that in the process of teaching the student has a deep understanding of the studied musical materials, understands the content and essence of works and, as a result, is able to apply knowledge and skills. Acquisition of knowledge depends on the cognitive process, which is the main quality of the student's mental activity.

Conscious perception and knowledge of music, in turn, ensures that the work is kept in an artistic tone and logically stable. It is important to remember that attention, curiosity and consciously learned melody and listened to music will remain in the memory for a lifetime. Although it is not repeated from time to time. Methodological features of music, its polyphony, song materials, musical recordings, not only memorize the dates of the lives of composers, but also evoke in children a variety of emotions, intellectual experiences, imagination, aesthetic and artistic tastes. It should encourage you to think about the images and ideas that are formed.

Perception of music enriches the child's life experience, artistically feels the real reality, develops the ability to know, develops thinking skills. However, the formation of these skills requires a long process of development in the child's mind. A child accustomed to perceiving a small piece of music cannot perceive a large piece of music. This means that in order for a child to reach this level of musical comprehension, he must consciously actively acquire the knowledge, skills and abilities necessary to hear a great work. But this does not happen by itself. To do this, using the principle of systematicity and continuity in music education, the child must consciously master the learning materials, create an active educational process. A conscious attitude requires, first of all, the desire to learn about the content of teaching, the methods of teaching.

Only when the music lesson itself is interesting does the student strive to learn. Much depends on the teacher, his style and methods of work, his attitude to students. In order to master a certain piece of music by singing or listening to it, to enjoy it artistically and aesthetically, to enrich it ideologically, it is necessary to be able to understand the work, first of all, to attract the child's attention and interest in it. Otherwise there will be no consciousness and activity.

It is known that works of fiction, fine arts and sculpture, natural beauty and museum exhibits are read, viewed and understood on a voluntary basis in accordance with one's artistic needs. But music is an exception to this rule. Because both the listener, the singer and the performer must be tuned to the tempo set by the composer, sing and listen at that tempo. Otherwise, there is a gap between the music and the listener, and perception is impaired. That is why consciousness and its activity play an important role in music lessons. Consciousness and activity of students in the classroom is necessary for the formation of vocal and choral skills. To do this, the teacher's explanations must be appropriate, clear and concise, suitable for children's vocabulary, and vocal exercises and songs must be appropriate to their voice and singing skills. In the study of music literacy, awareness and activism facilitate the theoretical and practical knowledge and mastery of music. The active nature of knowledge is also reflected in the learning process. Students can understand and master the music learning material only in the process of active learning activities. The student works independently because of his interest and desire to study. It is due to his activity in music lessons, diligence, thirst for knowledge. In this case, the role of the music teacher is to help the student to organize his study time, to teach him rational methods of mental activity.

The principle of scientific, systematic and continuous in music lessons. The principle of science means that the volume of materials studied and the level of difficulty should correspond to the age, individual characteristics, level of training of trainees. In implementing this principle, the teacher determines the time required to study the piece of music, the type of activity, the question.

It defines a new concept that can be understood by students, the volume of musical expressions,
the depth of coverage of the studied activities, the complexity of practical performance, teaching methods. The historical development of scientific knowledge rises from a less understanding of the laws of the surrounding world to a deeper understanding. Scientific knowledge can explain the world of music at different levels without losing its scientific character. Therefore, the musical works studied in the curriculum can be interpreted in more or less depth, depending on the age of the students, their level of development. For example, the National Anthem is taught in all classes.

The scientific definition of this work is deepening every year. In the first stage of teaching the anthem, superficiality should not be allowed. Like any lesson, a music lesson must be organized on a scientific basis with its own structure and content. The scope of knowledge about music is the main basis of music education and upbringing. It reflects the principles, conclusions, generalizations of human-made music in the form of musical experiments. Mastering them means developing knowledge and skills in the practice of music. The scientific principle of music lessons is the relevance of teaching materials to children's knowledge and experience in music lessons, taking into account the laws of development of children's voices, the correct teaching of the laws of music, the analysis of their works in accordance with children's perceptions.

The scientific worldview can be structured only on the basis of a certain system of knowledge. Therefore, education should be systematic and continuous. Lessons should be the main tool for the formation of the individual, the main source of systematic knowledge - only in this case it will be of great educational value.

Only if the music lesson adheres to the principles of systematization and continuity of education in its work, it is possible to inculcate in students the skills of systematic education.

Science cannot be done without systematization. All activities of the music lesson, as well as the logical interrelation of subsequent lessons are systematic. The same piece of music can be studied in different ways, methods, means. The teacher can find the most optimal system of teaching the work for the specific conditions.

Systematic selection of works for singing and listening is based on the principle of children's knowledge and skills, vocal and choral skills, and their arrangement from simple to complex and from known to unknown.

Each element of the lesson, in turn, each lesson is a logical continuation of the previous lesson, and the gradual realization of pedagogical goals means the principle of continuity. Musical activities show the student's ability to study, diligence or laziness, reluctance to study, persistence or emptiness, discipline or indifference, interest or lack of interest in learning, less or less fatigue, and so on. The system of educational work, if the teacher plans in advance the system of interaction, helps to cultivate positive qualities in the child in each lesson.

The principle of demonstration in music lessons. The essence of the principle of demonstration is that the teacher gives students a clear idea of the science of music and its activities. Such insights are the basis for a deeper understanding of a piece of music. It should be noted that the exhibition not only serves as a source of knowledge, but also affects the development of students.

The use of visual aids promotes the development of thinking and speech, facilitates the transition from concrete to abstract, helps to organize perception and attention.

The principle of demonstration is carried out under the following conditions:

- Demonstration corresponds to the purpose and objectives of the lesson;
- Demonstration is accompanied by an oral explanation;
- Demonstration is not used too much in the lesson;
- The teacher correctly determines the place, time and duration of the demonstration;
Based on the characteristics and level of preparation of students in the implementation of the exhibition.

In music education, music itself is a visual tool. Because it is perceived by the ear, not by the eye. For example, when a teacher sings the melody of a song or exercise, the melody and the word are usually "seen" by the ear. The melody is played as an exhibition, both in listening to music and in the analysis of the work.

The teacher uses words to help students observe and visualize visual objects and to understand and express connections that cannot be "seen" in the process of perceiving works on the basis of existing knowledge. Students receive basic information from the teacher's oral explanation, and visual aids either confirm or clarify them.

Visual aids are a means of creating new emotional images in the mind of the reader and remembering existing ones. For the science of music, many things, events, visual aids and tools that exist in the surrounding world are not included.

What exists in nature, firstly, is separated from the real conditions of its existence (herbarium is cut off, the bird is caught in a cage), and secondly, it is used in the learning process, it becomes a visual weapon. In music lessons, the teacher's hand gestures, facial expressions and facial expressions while singing, conducting, a poster of a song on a blackboard, graphic lines, handouts, and exercise notes are also visual aids, but they are not the same as the sound of music. is an auxiliary, secondary tool.

This can be proved by the fact that even a blind person can perceive music, but he cannot perceive the fine arts, he cannot see the beauty of nature. He can imagine them in musical tones.

The use of color pictures of the content of the works during the lessons helps to clearly understand the artistic content of the work. Playing musical sounds on the keyboard is especially important in the formation of basic cognitive skills. The full use of the principle of visual teaching requires leadership in all aspects of students' emotional cognition.

The principle of comprehensive development and sustainability of students' cognitive abilities in the classroom. One of the tasks of teaching is to provide students with solid knowledge, skills and competencies that they can always put into practice. The principles of resilience imply the need to equip students with knowledge, skills and abilities that can be remembered quickly and clearly, will be remembered for a long time, and will be skillfully applied in practice. Music lessons should not only provide systematic knowledge, but also ensure that students master the basics of science.

The teacher needs to know the specific methods and tools that provide this resilience. For example, several forms of repetition are used to form a perception of music, to perform a song artistically, to ensure the sustainability of musical literacy, and to develop students' musical development.

Current repetition, or initial reinforcement, is when students recall music they have just listened to. This type of repetition is done directly after the teacher has talked about the music they have listened to in order to avoid the loss of imagination and understanding.

Generalized iteration allows for a wider range of generalizations. After the whole topic, generalizations are made, connections are made between types of musical activity, knowledge is systematized.

Figurative repetition allows you to highlight the main idea that needs to be mastered. At the end of the quarter, a single theme can be used to illustrate the repetition of even a few songs.

The use of these types of repetition should ensure the stability of the knowledge, skills and abilities acquired by students. Repetition should be systematic and timely. It is necessary to diversify the process of repetition, to focus on musical activities, to eliminate inaccuracies and errors, to deepen the existing knowledge and their connection with the relevant skills and
competencies.

Listening to music and singing over and over again is an effective tool. It should be noted that all the principles of teaching are inextricably linked. Demonstration promotes conscious and active acquisition of knowledge. Musical works, which are processed in the mind, consciously and correctly expressed in singing, are firmly rooted. Works that are understandable to students, that is, works that correspond to their age and individual characteristics, as well as the level of preparation, can be consciously mastered. Systematized knowledge is mastered more thoroughly.

The strength of mastering the subject depends on many factors: the scientific and systematic nature of teaching, the awareness of understanding, the cognitive activity of students, the reasons for reading, the quality of music textbooks, the skills of a music teacher.

These principles are mainly used in the application of teaching materials, the content and planning of music lessons. The above-mentioned general didactics ensures the continuity of musical activities on the basis of continuity and continuity, taking into account the national characteristics of the music lesson in accordance with the state educational standards.

Conclusion. It is hard to imagine human life without music. Music is valuable because it is a spiritual food for people. It shares the joys and sorrows of people and always lives together.

Music is a magical force that slowly affects the human psyche. Music is a companion of ancient history, it has an echo of the times. It is understood as a letter written on a stone, as a standing pattern.

List of used literature.