

The Interdependence of Types of Musical Activities in Music Culture Classes

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Annotation: Today, music plays an important role in the formation of a person, actively influencing his emotions and psyche. One of the main tasks of secondary schools is to bring students into the world of sophistication and spiritual education. In doing so, the teacher introduces the children to a particular piece of music and performs it in an expressive, "live" way, drawing the students' attention to the work. Improving their speech, thinking skills, and outlook will also have an active effect on their emotions.

In the article, the author provides information on the organic relationship of types of musical activities in music culture classes.

Keywords: music, music education, mental development, formation, secondary schools, music literacy, choral singing, student, teacher, activity, thinking, purpose.

Introduction. The course is a leading factor in the system of music education. Because it covers children in general. Music has a great positive effect on the mental development of children. That is why music lessons are first and foremost called parenting lessons. In order to teach a new curriculum, a music teacher must improve his or her musical and theoretical knowledge.

Today, music plays an important role in the formation of a person, actively influencing his emotions and psyche. One of the main tasks of secondary schools is to bring students into the world of sophistication and spiritual education. In doing so, the teacher introduces the children to a particular piece of music and performs it in an expressive, "live" way, drawing the students' attention to the work. Improving their speech, thinking skills, and outlook will also have an active effect on their emotions. The teacher's creative approach to the lesson is important and sets a number of tasks:

- use of new methods and pedagogical technologies in music education:
- expression of the organic connection between life and art:

In order to achieve these goals, the teacher must be seriously prepared, work hard, and constantly improve their knowledge by going to scientific literature, new programs, fiction, theater, museums to improve their knowledge.

It is important that the classroom where the music culture class is held is tastefully equipped.

Equipped with technical means, methodical visual aids, piano and Uzbek folk instruments, they should be able to plan and use new software and pedagogical technologies. The purpose and content of all activities in a lesson are related to life and require that all parts of the lesson be integrated with each other.

Music lessons are more artistic and fun than other lessons and give children more creative pleasure, emotional feelings and figurative experiences. Music lessons differ from other lessons by the following specific features:

- 1) Various activities related to the theory and performance of music: vocal - choral lessons, music literacy, listening to music, playing children's musical instruments, performing rhythmic movements in accordance with the music.
- 2) Music differs from other types of art by its means of expression, ie "language". If fiction is expressed in words, fine arts in colors, and dance in action, music is expressed in the tone of the music.

If we perceive the above art forms by seeing and hearing them, we can express music only by listening

carefully. That's why even the blind are made up of great musicians

- 3) Music is an art associated with a definite measure of time. Therefore, if we do not adjust the tempo of the music being played and listen carefully to each element of it, we will not be able to understand the work perfectly. When we listen to a classic work over and over again, we feel its new artistic aspects.
- 4) Music has an active emotional effect on children, makes them happy and arouses creative experiences. From good, meaningful, fun music lessons, children can relax and get artistic nourishment. They are happy and cheerful. So, music lessons differ from other disciplines by their active psychological influence.

Music culture is closely related to other disciplines. Fine arts, literature, native language, mathematics, history, pedagogy and psychology, etc.

These will help you to connect the music lesson with life in a meaningful and interesting way.

Specific (optimal) teaching activities are divided into four depending on the purpose:

1. The method of musical generalization of the lesson.
2. The method of "running" to the lessons in advance, connecting and returning to the previous ones.
3. The method of emotional drama of lesson content.
4. The method of pedagogical observation of the lesson and assessment of knowledge.

1. The method of musical generalization of the lesson is one of the leading methods, aimed at developing students' musical comprehension, logical artistic thinking skills:

A) The teacher creates specific tasks to be solved in the lesson:

B) The teacher and the student work together to solve the problem:

C) Students make final conclusions.

2. Running forward, that is, using material that has been covered before, is used to test students' readiness to learn new material and to build on previous knowledge.

3. The logical integrity of the lesson is achieved by the method of emotional drama. In this case, the works are selected for the lesson plan on the basis of the theme of the quarter. The topics chosen are relevant and begin and end.

The teacher should make the lesson interesting with the performance skills, vocabulary, and actively engage the students in the lesson to achieve the emotional drama of the lesson.

In addition to music lessons, the music teacher requires concerts, art evenings, and meetings at the school.

4. Pedagogical observation of the lesson and assessment of knowledge are divided into several types depending on the purpose:

A. The type that organizes and implements student learning activities.

B. Require incentives and reprimands for educational activities.

V. Managing and monitoring the effectiveness of reading and learning activities. Care should be taken in assessing students so that they do not become discouraged. Don't lose interest in class and singing. In the case of incentives, the opposite is true. The teacher-student relationship should not be out of the ordinary. Perhaps the motivation is to set an example for other students in the class and make them strive to be polite and smart.

So there are other types of music teaching methods:

1. Oral methods of teaching music.
2. Demonstration teaching methods.
3. Practical teaching methods.
4. Game methods.
5. Methods of comparison.
6. How to work with children with musical disabilities.

1. Oral methods of teaching music.

There are special requirements for a teacher's vocabulary in music lessons. The teacher introduces the students to the wonderful and magical world of music with an artistic introduction to the work and engages the children through an interesting story or conversation to help them understand the music artistically. Basically, this method is used more in elementary school.

A story is a teacher's lively, emotionally vivid description of a piece of music. The story is short, figurative, vivid, and interesting, with the aim of teaching students to understand the work artistically.

Conversation is a dialogue between teacher and students that encourages students to think independently. It enhances their speech, strengthens their intellectual activity, activates their cognition and broadens their worldview.

Explanation is used in music lessons as a method of scientific proof.

2. Demonstration teaching methods.

As you know, music is an art that consists of moving melodies and melodies. It can only be perceived by listening to it through the hearing organs.

Demonstration teaching includes notes, posters, pictures, teacher's introduction, conducting expressions, dance moves, children's musical instruments, live and clear performance of music, technical means. This means that the live music will be the main show in the class.

3. Practical teaching methods.

Practical methods are used to develop students' vocal and choral skills, to analyze the structure and means of expression of music, to identify its genres and forms, and to develop the skills and abilities to study the notes. Practical methods are an important tool in the development of vocal and choral skills.

4. Game method

- gives more positive results in primary school. The game and its elements are widely introduced in the manuals and textbooks created on the basis of the new program. Elementary students tend to be active and playful. Musical games used in the

classroom develop students' musical reading skills, develop their musical abilities, strengthen their memory, and stimulate their interest in music lessons.

5. The method of comparison.

Contrast is widely used in music lessons. It is widely used in vocal-choral work as a teacher, in the analysis of grammatical performances with students, in the analysis and definition of genres of musical works. For example, the tempo of dance and march genres is used to differentiate between performances on different instruments.

6. How to work with children with learning disabilities.

Students with free music are divided into different groups during the lesson and work individually after class. Differential groups are divided into three groups according to students' musical ability and reading and voice.

Group 1 includes students with loud voices and good musical ability.

Group 2 includes students with average voice and musical ability, that is, students who follow and rely on the teacher's voice.

Group 3 includes students with poor voice and limited musical ability.

During the music lesson, these students are placed in the following order: the first row is for those who sing based on the teacher's voice, the second row is for students with poor musical skills, the third row is for gifted, resonant children. At the same time, the students in the front row listen to the music from the others, and the children in the front try to sing beautifully and correctly as a result of the beautiful and clear performance of the music teacher.

In this way, students can develop their musical skills. With some children with limited musical education, individual lessons are given after class, assignments are given, voices are tuned, and songs are taught separately. In this way, the desire to listen to music, the ability to read music, the same, and the ability to sing are formed.

SING AS A CHORUS. Experiences in music pedagogy show that six-year-olds are willing to take

music lessons based on their psychological and, to a certain extent, musical skills and interest in music.

Students of this age have become acquainted with the art of music through broadcasts in kindergartens, families, radio and television. In the classroom, children's interest in listening to merry melodies and songs, singing, performing dance elements, and playing claps and musical instruments increases rapidly. Because children of this age are still less focused, they are more active and playful.

This is facilitated by the purposeful exchange of musical activities in the classroom. At the same time, new concepts about music are emerging and there is a growing interest in the conscious study of music. As a result, such qualities as activism, cohesiveness, expressiveness, and figurativeness become more and more evident in singing and other practical activities. But at this age, children are still more prone to sweet words. Accordingly, the teacher is able to increase the interest of children in music, to maintain their cheerful mood throughout the lesson through his open face, sincere attitude and pleasant behavior.

In the primary grades, children's vocal apparatus is still incomplete and thin, and the vocal cords are weak. There is almost no difference in sound register, strength and timbre between boys and girls.

Some children's voices are normal, but they can't speak. This is because the general coordination between the auditory organ and the sound-producing apparatus in sensing the presence or absence of musical sounds is not yet well established. As a result, at the beginning of the year, children do not have the same level of musical reading skills, listening skills and singing skills. With this in mind, by engaging children in music from the first lesson onwards, their musical reading skills, singing and vocal qualities can be carefully studied and divided into three groups according to the above qualities.

MUSIC LITERACY. In the process of music culture lessons, music literacy is used to independently teach and perform musical works in the process of independent lesson activities. The content of music literacy shapes students and expands and deepens their horizons. Thus, music literacy serves as an educational

function. The main basis and pedagogical purpose of music literacy (activity) is to sing the quarterly topics of the new program through a competent analysis of the works on listening.

They teach students based on their daily experiences and musical experiences.

Music literacy is taught in the following stages.

1. To teach children the means of musical expression - melody, register, tempo, rhythm, dynamic symbols.
2. Knowledge of the rules of tuning and singing, training to follow the rules of clapping and playing musical instruments.
3. Music creators: "composer", "performer", "listener" The content of the topic and information about the authors of the studied work is carried out through music literacy.

LISTEN TO MUSIC. Listening to music is a key element of music culture lessons, because it consciously perceives the sound of music and consciously assimilates its character and content.

Based on the students' life experiences, each piece of music is based on a certain set of emotions and thoughts. No matter what activity we take in a music lesson, it starts with listening to music and perceiving the music, and it affects the psyche of the students, so listening to music is the leading activity of the lesson.

Each piece of music listened to in a lesson depends on the content of the quarterly lesson in terms of artistic, ideological content, and follows the principles of scientificity, continuity, and consistency.

Listening to music is done in several stages:

2. Draw students' attention to the piece of music and the teacher's introduction.
3. Listen to the work performed by the teacher or on a magnetic tape.
4. Simple musical and artistic ideological analysis of the work through conversation.
5. Listen to the work as a whole and have a final discussion about the students' general impressions of the work.

Methods of listening to music.

1. Demonstration method:

Live performance of the teacher, children through drawing musical instrument, rhythmic movements.

2. Practical method:

Increasing students' interest in music, explaining it to them through life experience and activating their attitude to music.

3. Method of comparison:

it compares the performance characteristics, tempo, and content of the genres of the works, and helps to develop the musical taste.

The 5 activities of the music lesson are inextricably linked: "singing in chorus, music literacy, listening to music, performing musical movements, and accompanying children on musical instruments" and it is desirable to achieve a logical unity.

4. Oral methods:

The content of the work listened to by the teacher is connected with children's lives. Depending on the content of the work, the authors make interesting stories about the history of its origin.

COMPANY ON CHILDREN'S INSTRUMENTS.

Accompaniment of children's musical instruments. This type of activity is the most fun activity because children's instruments are interesting to every student as live, sound toys.

Children's musical instruments primarily develop students' creativity and musical reading skills through the elements of performance. The use of children's musical instruments in music culture classes gives good results, as well as increases students' motivation, interest and musical learning.

There are two types of children's musical instruments used in music lessons. Includes loud and non-loud (noisy) instruments.

1. Kuychang musical instruments include metallophone and xylophone
2. Non-musical instruments include: circles, simple spoons, small rattles, drums, and triangles.

There are various methods used to accompany children's musical instruments:

1. First listen to the children's music, clap and rhythmic accompaniment.
2. Those who have clearly performed a rhythmic accompaniment to music, children will be accompanied on musical instruments.
3. Later, passive children will be accompanied to try to perform correctly.
4. Accompaniment of children's musical instruments is performed on different musical instruments each time.
5. The class can be divided into 2 groups.
6. Rhythmic accompaniment on children's musical instruments, playing according to the rhythmic structures shown in the graph, also increases and activates the creativity of students, comprehensively develops performance skills and musical abilities.

PERFORMING MUSICAL ACTIVITIES.

Rhythmic movements in the primary grades are important for the physical development of students. Primary school students need to change their activities frequently in music lessons because their vocal apparatus is thin, their attention is distracted, they are active, playful, and their memory and speech are not fully developed.

Dancing to music, performing play activities, helps students focus, strengthen their memory, and grow physically. It is recommended to use the following types of movements during the lesson: stepping on marching music, running, performing dance elements, playing independent games, various hand and body movements that are appropriate to the nature of the music.

Conclusion. It is known that dance plays an important role in the culture of our national music and every child is interested in it. Dance moves increase student engagement in music lessons. Most importantly, children's musical ability and sense of rhythm are

actively developed through dance and rhythmic movements.

Each type of movement is predetermined by the teacher and is clearly beautiful and expressive. It is best to consciously listen to or sing the content of the music before performing the action, and then perform the action.

Kids are also very interested in musical games. Many musical compositions use game techniques. Every type of musical activity performed during the lesson, musical games strengthen students' memory, increase their speech, help them to be physically healthy, and inspire them and increase their interest in music lessons.

In this case, the structure of the lesson can begin with any lesson activity, depending on the pedagogical goals, the goal is to engage students in music, to

develop musical skills, to achieve a logical integrity in terms of content by linking lesson activities closely.

This means that in order to teach in the new curriculum, a music teacher must be creative, have the necessary knowledge of music and singing skills.

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