

To Teach Higher Education Students General Didactic Principles and Methods of using New Pedagogical Technologies in Music Culture Lessons

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Annotation: The famous historian Sharafiddin Ali Yazdi in his book "Zafarnoma" spoke about the musical conferences held during the reign of Amir Temur. And the Turks, the Mongols, the Chinese, the Arabs, and the Ajamids all sang with their pictures. "

The use of various pedagogical technologies in music education classes aimed at shaping the creative thinking of students is a factor in achieving guaranteed results in music education.

This article describes the methods of teaching higher education students the general didactic principles and methods of using new pedagogical technologies in the lessons of music culture.

Keywords: principle, new pedagogical technology, methodology, music literacy, sounds of music, essence, thinking, formation of creative thinking.

Introduction. When we talk about the spiritual maturity of man, of course, this goal cannot be achieved without the art of music. Music has always played an important role in the life of our people.

The sounds of music express the most noble, lofty and delicate human experiences, no matter what nation or nation they perform.

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By the nature of technology:

- Basic performance and creative technologies aimed at the logical mastering of music content;
- Technology of formation of methods of musical-theoretical educational work;
- integrative communication and communication technologies;
- Active participation of students in musical activities and sophisticated educational technologies.

Extensive use of basic performance-creative technologies in the classroom and in group lessons, aimed at the logical mastery of music content, increases students' interest in music and helps them develop thinking and creative thinking skills.

It is known that the technology of practical performance of music has long been used in all stages of education. Examples of this are the Uzbek people's ability to play national instruments, to sing, and to be taught in a teacher-student system.

The teacher played a musical instrument and sang a song, and the student watched his behavior and performance style over and over again.

In today's school environment, the teaching materials related to the practical performance of music - its history, theory, perception, analysis - are combined in the classroom. In other words, classes with specific application technologies are not currently available. We believe that the implementation of the following steps in the application of practical implementation technologies in individual lessons or lessons can radically improve the effectiveness of education.

The formation of the first, simple practical concepts of organization can be organized from the third grade in general secondary schools. It includes information

about musical instruments and the history of the performing arts, types and characteristics of musical instruments, methods of performance, vocabulary, vocals, accompaniment, the formation of concepts, skills and competencies implied.

The Performing Arts course (or parts of lessons) uses musical instruments and song performance techniques.

Differentiated music education technology has long been used in various forms in the study of the art of music. In this method, students are divided into specific groups, taking into account their musical curiosity, performance skills, abilities, skills and abilities. In doing so, music learning objectives are categorized and systematized, and learning materials are selected for each group and technology is developed to deliver them to students in a meaningful way.

The use of this technology in the study of music culture for in-depth study of every type of activity and issues related to music in general gives good results. For example, each group can study the history of our national music, the activities of its creators and performers, the secrets of performance, the description of the content depending on the form and type of music.

The technology of formation of musical-educational activity of students is considered as a special and special form of educational activity aimed at increasing the interest of students in music. In the relevant technology, students acquire musical knowledge in specific tasks, such as musical and artistic analysis of a song or its elegant and attractive singing, collection of information about musical instruments, the study of some simple musical structures. through learning.

In creating a system of these tasks: develop a project to organize the content of teacher and student activities; assignments to check students' knowledge of the topic; effective teaching technology will be developed. These technologies can also include processes that activate students' musical activities.

The song increases the emotional sensitivity of children. It awakens a love for the beauty of nature,

life and human relationships, fosters a child's artistic aesthetic taste.

Music lessons broaden a student's imagination and knowledge, and conversations about art increase their interest. Its purpose is in many ways focused on the spiritual development of the student. The development and enrichment of musical and creative abilities, the formation of musical comprehension skills, an interest in the art of music, the artistic hobby of students should be carried out in a well-thought-out and consistent system. After all, the task of music lessons is to teach children to be active in beauty, to be creative in music.

Activation of students in the field of music is carried out through the use of various technologies of musical game technology, popular music education technology, perception of musical works, singing, playing musical instruments, their theoretical analysis.

Expanding the musical and general intellectual outlook, which actively promotes the development of musical thinking, should be a constant task of the young musician, as it enhances his professional potential.

Music culture lessons are based on the didactic theory and principles of pedagogy. These principles define the basic requirements for the content of the course and the basic requirements for the structure of the lessons and its directions.

Didactic principles of music culture lessons consist of 4 types:

1. The principle of system, science and continuity in music education and upbringing.
2. The principle of consciousness and activity of the student in the classroom.
3. The principle of conformity of educational materials to children's knowledge and skills.
4. The principle of consistency of knowledge and skills in music lessons.

These principles are based on the continuity and continuity of music lessons in accordance with the state educational standards, taking into account

national characteristics, the application of teaching materials, the content and planning of music lessons, the general didactic principles are inextricably linked. ensures consistency of musical activities.

1. The principle of systematization, science and continuity in music education and upbringing should be organized on a scientific basis with its structure and content in each lesson. The scope of knowledge about music is a key factor in music education and upbringing.

It reflects the rules, conclusions, and generalized musical experiences of human music. Mastering them means developing knowledge and skills through music practice.

The relevance of learning materials to children's learning experiences in the classroom. Taking into account the laws of development of children's voices, the correct teaching of the laws of music, the analysis of children's thoughts in accordance with their abilities are the scientific principles of the lesson.

Science cannot be done without a system. The logical basis of all the learning activities of the lesson and the subsequent lessons is the basis of the system.

The principles of mastering works from simple to complex, from unknown to known, taking into account the level of knowledge and skills of singing and listening, are regulated. Each activity of the lesson, in turn, is logically connected and the realization of pedagogical goals is called the principle of continuity.

2. The principle of awareness and activity of students in the classroom.

This principle is one of the leading principles of didactics. Because the acquisition of knowledge depends on the process of learning, which is the basis of the mental activity of the student.

Perception of music enriches one's life experience, makes one feel the real events and develops the ability to think. The formation of these skills requires a long process of development of the child's mind. To do this, the child's conscious mastery of learning materials creates an active learning process.

Learning to sing or listen to a piece of music, artistic and aesthetic pleasure, first of all, the ability to attract the attention of the child, creates a conscious activity. Awareness and activity in the lessons are especially necessary for the formation of vocal-choral skills. The principle of awareness and activism in group singing, listening to music and music literacy activities helps to effectively master the theoretical and practical aspects.

3. The principle of conformity of educational materials to children's knowledge and skills.

This principle is used in the process of compiling the content of the course on the basis of selected teaching materials from the program and these methodological materials. It is necessary to take into account the general level of knowledge and skills of each class. On the basis of the program, a semi-annual calendar-thematic plan of music lessons is developed, taking into account the knowledge and skills of each class. Twice a year, a calendar-themed work plan is developed based on students' age characteristics, musical reading, new songs, works for listening to music, music literacy teaching materials.

4. Consistency of knowledge and skills in music lessons.

The most important condition for the implementation of these principles is strict adherence to the four principles outlined above.

First of all, it is necessary to ensure the depth, strength and vitality of knowledge and skills, that is, to convince children that this work and its style of performance are necessary for our cultural life.

Secondly, when choosing works, the following should be observed:

- a) The suitability of the work for the spiritual and moral upbringing of children.
- b) The nature of music education.
- d) To be able to get all the children in the class interested in the work and to master it.

Third is the repetition and consolidation of the scope of knowledge and skills acquired in the course. For

example, teaching songs in sentences and repeating them in later lessons.

Fourth, in music lessons, each new element of knowledge is fully integrated into the lesson activities and is widely used in subsequent lessons and transformed into permanent knowledge.

In any case, the teacher imparts knowledge to students, guides the process of its acquisition, monitors and monitors the behavior of students.

In today's world of education, there is a growing need to improve traditional methods and find new ones.

The introduction of advanced pedagogical technologies, non-traditional methods of teaching, in particular, the interactive method, has a positive effect on the educational process in schools.

Pedagogical technology is a systematic method of identifying, creating and applying all the processes of teaching and learning, taking into account the technical means, human potential and their interaction in order to optimize the forms of education.

Pedagogical technology can be divided into several types:

- general pedagogical technology:
- private subject technology (for example, music teaching technology):
- Local pedagogical technology.

Pedagogical technology is a set of processes, tools, methods, which purposefully exerts a pedagogical influence on the formation of predetermined personality traits in students.

There are many guides available to modern music teaching methods. These styles have been invented by advanced music teachers and are very effective. In particular, "What percentage of the topic is memorized and mastered by the reader when the topic is presented?" The result of the experiment, which will be conducted in order to find an answer to the natural question, is called the "pyramid of understanding." According to him, the statement of the subject:

- 10-20% of it only when heard;

- 30-50% if they hear and get acquainted with the visual materials on the topic;
- hears, sings, plays, performs rhythmic movements, tells the topic to his friends, explains, communicates with them about singing, argues, 60-90% of the topic is remembered and mastered.

The student should be able to communicate with peers, the teacher on the topic, to explain the practical exercises. Then the knowledge gained will be solid.

By learning and comparing different styles and thinking with colleagues, each teacher can create their own style. Teachers who implement programs and textbooks in practice have poor knowledge and professional skills, and, of course, even if the textbooks are scientifically sound, they do not "sing" in the hands of such a teacher, they remain a lifeless piece of paper. and they are the ones who put the stamp on music textbooks that "it is difficult to study works".

In the new pedagogical technology, it is recommended to use the following methods in music lessons, where necessary and in place:

Independent work - after the completion of a certain group of topics, in order to consolidate them, to develop students' skills of independent practical work, music activities, textbooks, music literacy.

Students interact in pairs. Used to solve a problem related to a work.

Teach students to work in groups. In this case, the children in the class are divided into groups of five or six.

Role-playing games. Acting out the situation in a musical theme, acting in roles.

Musical dictations. One of the current forms of control is the assessment of students' knowledge of musical activities.

Choices. The aim is to test the knowledge and skills acquired in a particular group of musical topics.

Conferences. They can be held on a quarterly basis and can also be considered as a form of interim

control. Students will present their independent work on music in the form of a lecture to the class.

"Mental attack." Encourage and encourage students to interact and work creatively on a single chosen musical problem.

"Debate". In this case, students' opinions on a particular musical topic are heard in turn, and pluralism is ensured.

"Charxpalak". Here's how to put one together for use with your students:

- class students are divided into groups of six and each student is given a serial number: 1,2,3,4,5,6;
- Each group will have their own assignment in music. Assignments should be different. The groups are provided with the necessary teaching aids (textbooks, manuals, notebook, paper, pen, pencil, ruler, eraser, etc.);
- groups study the task for 15-20 minutes and start solving it. Each group member writes down the result;
- teacher observes the activities of groups, answers questions, gives advice;
- At the end of time (in the second stage) children with the same numerical order join a new group;
- for another 15-20 minutes, each member of the newly formed group explains to the other members of the group the task he / she is solving;

At the end of the lesson you can take a test on all the musical assignments given to the groups.

"Research." A collaborative study of one or two or three students on a small musical problem based on the knowledge gained. This issue may or may not be covered. Working on such issues sharpens the knowledge of a gifted child, encourages him to conduct in-depth research, reveals in the child the qualities of a future scientist.

Stratification. One of the methods of activating teaching is the selection of gifted children in the process of teaching, which allows them to further develop their musical abilities.

The rational combination of information and communication technology, advanced pedagogical technology with computer capabilities in continuing education is, of course, extremely effective, and it will be a new high level of quality and great innovation in the teaching process. One real way to implement this idea is to create e-textbooks for schools.

Provides e-textbook content in the most user-friendly format. He interacts with the student in an interactive way. The student can study the topics independently and test his / her knowledge on the basis of a test.

One of the most important requirements in a modern lesson is that the topic chosen in each lesson is scientifically based, that is, to determine the size of the topic, determine its complexity, taking into account the purpose of the lesson and the capabilities of students. identify the sequence of homework and independent work for students, identify the equipment needed in the classroom and enrich it with additional visual aids, solve the problem situation in the classroom using additional information technology (computer) to create.

One of the main requirements of the lesson is that all didactic tasks should be solved in the classroom, and homework should be a logical continuation of the knowledge acquired by students in the classroom. During the lesson, the teacher should take into account the physical condition, creativity, talent, ability, quick thinking of students.

If each lesson is analyzed with the students, the result will be as expected.

Conclusion. From the article, in general, the general didactic principles of pedagogy are of great importance in the lessons of music culture and play an important role in connecting music with life.

Music education is also carried out in certain organizational forms, which we understand as teaching, excursions, practical and laboratory classes, lectures, seminars, dictation, control tests and others. Group-based individual learning has historically been and is evolving.

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