

Methods of Studying the Specific Relationships of Tradition and Non-Tradition in Music Education

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Annotation: It is important to organize the learning process with the help of information and technical means. In particular, knowledge of the basic principles of non-traditional forms of music education and their essence has a positive impact on the effectiveness of music education.

The topic covers the methodology of studying the specific relationships of tradition and non-tradition in music education.

Keywords: Music education, music, music literacy, music teaching methods, Traditional pedagogy, Traditional and non-traditional in education, methodology, holistic pedagogy.

INTRODUCTION. In connection with the development of mutual pedagogical ideas in today's society, it is now necessary for educators and psychologists to work together to solve problems in certain areas. They are: traditionalism and non-traditionalism in music education, their specific connections, the issues of integration of music education in solving educational tasks.

Traditional pedagogy has always set itself the task of studying the educational process, in connection with which a number of methodological tools have been developed. They involve assessing students' attitudes toward the subject matter, i.e., emotional well-being, the maturity of the children's community, and the development of educational programs based on this.

On the issues of tradition and non-tradition in education NV Bakhareva, NS Gorbatenko, R. Ignatovich, NN Lukovnikov, EA Mikhailichev, Dj. Moreno, M.E.Pavlova, L.N.Sobchik, P.Furster, V.V.Shpalskiy, U.Esser, Yu.V.Yanatovskaya and others applied.

Common research methods include sociometry, observation, and questionnaires. In our opinion, these

methodologies cannot be called perfect by each student due to the lack of coefficient weight in the contribution to the overall performance, the relative relativity of any indicator in the field of education to the objective assessment.

The problem area of research is the lack of an effective and convenient methodology of interrelationship between traditional and non-traditional in music education at the level of mutual value with the need to conduct a comprehensive study of the school community, which is important in the practice of educational work. Conducting complex research to control the dynamics of educational work loses its relevance.

Our view on the state of this contradiction defines the problem of research, i.e., the study of the relationship between traditionalism and non-traditionalism in music education to explore the potential for pedagogical control and attitude in problem solving.

The scientific novelty of the topic is:

- The concepts of traditionalism and non-traditionalism in music education have been clarified;
- A system of studying the specific relationships of tradition and non-tradition in music education has been developed;
- Introduced new indicators used in the study of the specific relationship of tradition and non-tradition in music education;

The theoretical significance of the topic is:

- The possibility of significantly expanding the effective use of known methods of studying the specific relationship of tradition and non-tradition in music education is proved by modifying the relationship of communication with the introduction of value indicators;

- the ability to implement pre-defined, goal-oriented methods of traditionalism and non-traditionalism, and the quality of its assessment on the basis of value indicators.

The practical significance of the topic is:

- Science teachers can effectively use the interrelationships of traditional and non-traditional pedagogical technologies in music education;
- The developed methodology was implemented in response to the system of using modern pedagogical technologies in the educational process, having a positive impact on the practice of class teachers, science teachers, educators, school psychologists and educators.
- If the proposed methodology is modified, it can be applied in production, military, creative and other communities working on the task of improving the quality of music education.

1. The main part. The necessity and importance of using non-traditional forms of teaching in the process of music education.

It is known that there is a growing focus on improving the professional training of science teachers and the development of their knowledge in their field. In particular, there is a growing need to educate students in accordance with modern requirements and to use non-traditional methods of music education in the classroom. Because non-traditional methods of music education provide a wide range of opportunities to educate students through the use of effective methods and tools of music education, ranging from modern new methods of music education to pedagogical technology methods. Today, the main task of the teaching process is to implement a continuous system of updating the content of education. The main goal is to bring up a well-rounded person.

One of the main tasks of continuing education is to train a thinking person to be ready for any changes in the new economic environment, more precisely in a market economy. To accomplish this task, it is not enough to update the content of education, but to learn best practices and master non-traditional music teaching methods.

Non-traditional methods of music education cover many issues, including the preparation of multimedia products using computer animation of dynamic models of many processes that can not be demonstrated theoretical and practical knowledge by traditional means, and computer lessons using them, and mastering students with test questions included in the program. The use of non-traditional forms of education, ie innovative technologies, developed and tested by American, British, French, Japanese and Finnish scholars, as well as the use of pedagogical views and advanced ideas of Republican pedagogical scholars on the subject. One of the most pressing issues today is the creation of a system of interdependence of traditional and non-traditional lessons and their introduction into the educational process. The relevance of this method is based on the fact that it has great attention and potential. The advantage of this system is that the complex processes on the subject surface are clearly familiar with the realistic dynamic model.

It is important to organize the learning process with the help of information and technical means. In particular, knowledge of the basic principles of non-traditional forms of music education and their essence has a positive impact on the effectiveness of music education. The principle of integrity of non-traditional music education reflects two aspects.

- The first; - The commonality of musical education and personal development,
- the second; - implies music education due to the fact that non-traditional methods of music education have a certain system. Research and analysis in the field of education, the use of non-traditional forms of teaching to ensure the effectiveness of education and the organization of lessons on the basis of advanced pedagogical technologies are among the pressing issues.

After the independence of the Republic, teaching methods called innovative technologies, developed and tested by scientists of developed countries, which activate students and pupils in the classroom, began to be applied in the educational process. These include "Problem-based learning", "Game technology",

"Brainstorming", "Individual learning", "Networks" (cluster) method, "Boomerang technology", "Scorabey" technology, "Scales" technology, "Elpigich" technology "Skeleton" and others. Which method to choose for the course depends on the subject and the characteristics of the subject.

Take, for example, the Problem-Based Teaching Method. This method is an effective teaching technology in the educational process. Its task is to stimulate the process of active learning and to form a research method in thinking. The advantage of the problem-based teaching method is that it primarily develops students' independent mental activity. It leads students to understand the causes of intellectual distress, to engage in it, to express the problem in words, that is, to define active thinking. At this point, consistency seems loose, first a problematic situation arises, then a learning problem. The problem is shaped by the student and described as a problem, and the students solve the problem on their own based on homework, or the problem is posed by the students and solved by them. In applying this project, the teacher must first and foremost be an excellent organizer and manager. The teaching process is not only carried out using "problem-based" methods, but it is advisable to use a variety of methods to make it effective.

Game technology is also a non-traditional way of teaching, organizing activities that activate and accelerate students.

Play is a type of activity that combines work and study, according to research by scientists.

Play is defined as a type of activity in situations aimed at assimilating and recreating social experiences, in which an individual's self-management of behavior is formed and improved.

Psychologists point out that the ability to get involved in a game does not depend on the age of the person, but the game will be unique for each age group.

The game is characterized by creativity. He will have a "creative space" with as rich an active character as possible.

The games will be goal-oriented. They are used for didactic, educational, activity-developing and socializing purposes.

The educational purpose of the game will be to cultivate independence, willpower, cooperation in the formation of certain approaches, attitudes, spiritual aesthetics and worldview, the ability to integrate into the community, communication. Activity-developing games focus on developing attention, memory, speech, thinking, comparison, skill, comparison, analogy, hypothesis, creative ability, empathy, reflection, finding the optimal solution, motivating learning activities.

In general, the widespread use of a variety of games in the learning process is a great opportunity to increase the effectiveness of training. For example, didactic games include didactic-rule games, construction games, role-playing games. The basis of such games is a mental and volitional attempt to focus on the performance of actions that determine the course of the game, this or that content of knowledge. In didactic games, basic thinking processes such as analysis, comparison, inference, and so on are improved. Entrepreneurial simulation, organization, role-playing games are also an important factor in increasing the effectiveness of education.

Especially today, in preparing teachers for the process of music education, it is desirable to have a fuller understanding of the importance of working with textbooks in ensuring that teaching takes place using non-traditional methods. Because it is important to pay more attention to the method of working with textbooks, at a time when various information flows, we need to teach science students to read more fiction books and use textbooks effectively, and to pay more attention to these aspects in pedagogical activities. is considered necessary. It is known that from the beginning of the primary school, if they develop an interest in reading, it will continue in the subsequent processes. Therefore, it would be appropriate for our teachers to increase their pedagogical experience and skills in studying and applying in practice the problems associated with increasing students' interest in books. This means that if students have used

textbooks in the past to reinforce their knowledge at home, at the current stage of school development they can use them as soon as new material is presented.

The student must have the appropriate skills and competencies to be able to work successfully with the book. The essence of this method is the acquisition and consolidation of knowledge, which takes place in the process of independent work of students with textbooks and books, and at the same time, their mastery of the issues of working with books. The rating method is based on the principles of regularity, objectivity, speed, closeness to all, taking into account the psychological and physiological characteristics of students, the formation of independence.

Using a series of assessment systems allows you to compare the results achieved, summarize the results of each student's activities, classify them according to their level of knowledge, and motivate students according to their results. It is obvious that today the possibilities of using non-traditional forms of education are endless, and they are an important factor in increasing the effectiveness of education and the formation of young people in all respects.

Thus, in the process of music education, the importance of preparing teachers to organize the teaching process through non-traditional methods of teaching is infinite, and the formation of all-round talents and abilities prepares the ground. There are a number of methodological recommendations on this issue in the literature, which highlight the importance of non-traditional methods of education for students and their positive development.

Our great ancestors Abu Nasir Farabi, Abu Ali Ibn Sino, Yusuf Khas Hajib, Abu Rayhan Beruni, Ahmad Yugnaki, Mahmud Kashgari, Alisher Navoi, Zakhridin Muhammad Babur paid great attention to the importance of music education in the upbringing of the younger generation.

In his works, Abu Rayhan Beruni noted that in order to draw students' attention to music education, it is necessary to use different ways, forms and methods of music education so that the student does not get bored during the lessons. He also stressed the need to work in teaching not only inductively, but also deductively.

According to Beruni, such teaching cultivates thinking, improves the quality of cognition, enriches mental cognition.

In general, the main components of the process of music education are the goals of music education and the resulting content of music education, teacher activities, methods and forms.

The social order placed before secondary schools by society is the purpose of music education and development of the process of music education, the content of music education. The teacher directs the learning activities of the students to achieve these goals through his / her activities, i.e. a certain part of the content of music education is mastered by them. Student activity depends on the degree to which learning motivations are formed in them. Students, in turn, master the learning material through teacher-given or independent, creative research.

The teacher directs the process of mastering the content of music education by the student. Students respond to the teacher by informing them of their activities. Thus, the process of music education forms an integrated system.

The content of music education, taking into account the orders of modern schools, as noted in the textbooks, is not only the acquisition of knowledge and skills, but also knowledge, methods of work, experience of creative activity. Through these aspects, it teaches students to think independently, to act consciously, to understand and solve any problem independently. Interest in students does not arise spontaneously. In order for interest to emerge, the teacher needs to take into account the needs of the students. Satisfaction of any need is achieved through the activities of students.

A study of the work experience of advanced teachers shows that in order for students to fully master the content of music education, they must have formed a stable and strong learning motivation. Students should have stable and strong learning motivations. When the process of music education is always organized in a stereotypical way, the needs of students for knowledge and education are not met. Therefore, the teacher must have pedagogical knowledge, training and skills that

allow them to use in their work the appropriate, effective use of tools, methods and forms of music education, which prepares the ground for the development of students' needs, interests, learning motives.

One of the forms of organizing the process of teacher music education is a lesson, a complex pedagogical object in terms of its didactic purpose, task. The lesson should have a coherent, scientific, logical structure in relation to its didactic purpose, content means, methods, and this structure should be consistent with the laws of the process of music education. In order to determine the structure of the course, it is necessary to take into account the content of music education in the teaching materials, the components of its content, the process of mastering these components by students, that is, the process of music education. According to this law, everything in nature has contradictory aspects in which events and processes are in a state of internal contradictions and interdependence. The unity and struggle of contradictions give impetus to development from within, the growth of contradictions leads to the emergence of new, contradictions to the elimination of contradictions at a certain stage. .

In didactics, the law of unity and vision of contradictions plays an important role as a driving force in the process of music education. In the process of music education, students acquire facts, information, knowledge, skills and abilities, which include observation and emotion, thinking and fluent speech, memory and deep mastery of creative imagination.

In general, the application of non-traditional methods to the teaching process is a complex process and it is natural to face a number of obstacles. First; it is known that during the long years of dictatorship, they fell into a mold and acted only on the basis of a certain range of orders. If we take a simple lesson process in this system, the main force in the lesson process is management. That is, the person giving the order is the teacher, the student carrying out the order. If a student did not follow the teacher's order, he or she would be a "disobedient, undisciplined student". A good student was a student who completed a teacher's assignment.

His initiative and creative thinking were not taken into account. In such a commanding environment, students who have received music education do not have the level of indecision, self-doubt, consciousness as a person who does not have his own opinion. As a result, students have a stronger sense of dependence. However, we have not yet got rid of the above-mentioned defects. Non-traditional methods of music education teach an individual to think consciously and to act independently.

Second, staffing is the most important issue today. Therefore, the demand for personnel is growing. In the book of the dream of a harmoniously developed generation, "We demand that the teacher give our children modern knowledge. But in order to give modern knowledge, first of all, the coach must have such knowledge. "

In fact, today, teachers are required to be inquisitive, not commanding in working with students, but to have in-depth knowledge that can shape their worldview in a broad way. It requires awakening the ability of students to search freely. This requires skill and specific methodological preparation from the teacher. For example, if we talk about the methods of music education, it is a unique process, it acquires a new approach, a new content. At present, uniform music teaching methods do not meet the demand. Here, too, it is appropriate to refer to the experience of music education. For example, in the past, madrassas used to set problems and discuss them in classes, experiment, observe, comment, read independently, expressively to memorize knowledge, recite, memorize, solve riddles, and write rhymes. methods and techniques were used. Authoritative scholars have been invited to classes at major madrassas. They solved certain problems together with students on the basis of scientific discussions, questions and answers, conversations.

So, there is no doubt that the use of such methods of music education in the teaching process will bring positive results.

2. The main part. The essence of tradition and non-tradition in music education.

Modern pedagogical practice shows that the preservation of the previous system of music

education, upbringing and teaching is promising. The social order for the training of specialists in all spheres of society, the satisfaction of its (society's) needs can be achieved through the use of integrated pedagogical methods.

Against this background (state) of psychological and philosophical research, the concept of interaction, which includes a whole means of human education, seems absolutely natural. The main principle of pedagogy is to create conditions for the development of creative abilities in the system of "student-teacher" relations. Here, the word student refers to a subject from kindergarten to student, while the word teacher refers to a subject from kindergarten to university teacher.

Many scholars have foresaw some of the problems of modern global music education and suggested ways to solve them. It is the harmony of heart and body, the integration of science and religion in music education, the content of music education and the adaptation of traditions and innovations in the pedagogical process, preparing young people for life in a world connected by an integral chain of realities. The idea of a holistic understanding of the world, education and mutual pedagogy is the basis of the policy of building the country at the current stage of reforms, that is, the basis of everything - intellectual and moral human resources - the people's spirituality and its large-scale self-renewal - music education. As one of the major shortcomings of the music education system, experts point to its shortcomings in the organization of the system from the very beginning, ie the lack of unity, relevance and over-intensity of the purpose of music education, its spiritual damage to human nature, life and evolutionary task. Another important shortcoming of the content of national music education is the lack of a musical educational program aimed at the study of man as a whole and in interaction with the universe, the practical realization of his essence and the development of abilities such as thinking, feeling and will.

Another major drawback is that traditional and non-traditional music education is not a whole. The lack of integrity in the activities of music education is

reflected in the fact that the creative essence of man is not the subject (subject-object) of self-awareness in the educational process. Upbringing and music education can be successful only on the basis of scientific study of nature, laws and forms of existence of the human psyche, which is the subject, process, method and outcome of music education.

The concept of pedagogy corresponds to the concept of "integrated pedagogy". It is the most highly developed form of scientific pedagogical thinking and practice, in which the human soul, soul and body are considered as one. Mutual pedagogy is the principle of education, music education and training of future citizens of the state.

In contrast to the existing rational insensible pedagogy, the object of interaction pedagogy is the unity of human and world life.

An individual approach to the student, addressing him according to his level of development and not imposing any violence on his will - these are the principles of true pedagogy. It is necessary to know that the movement of the human body must be understood in the process of educating the human psyche as a whole, as a form of its existence in space and time.

Conclusion. Thus, only when traditional and non-traditional music education is integrated, that is, when all the universal abilities of the human psyche are first developed in accordance with its nature and evolutionary task: to develop consciousness, to cultivate human will and emotions, to develop his physical nature will only be effective when it is focused on lifestyle change.

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