

# To Teach Higher Education Students the Method of Organizing Non-Traditional Lessons Based on the Nature and Structure of Music Culture Lessons

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**Annotation:** Any science is a collection of knowledge about the laws of society and the development of thinking. In order for science to stand out and function, it must have its own structure.

This article is devoted to the method of organizing non-traditional lessons for higher education students based on the nature and structure of music culture lessons.

**Keywords:** Music culture, national music, heritage, pedagogical technology, Music teacher, musical ability, society, thinking.

**Introduction.** Making full use of the national musical heritage in music culture lessons and applying modern contemporary works in music lessons requires the teacher to update the content and style of work.

To do this, a music teacher must have a thorough knowledge of the subject, love of children, in-depth knowledge of pedagogy, psychology, children's physiology, music teaching methods and innovative pedagogical technologies. Because a music teacher is a leading specialist in educating the younger generation as a harmonious person.

The activities and worldview of a music culture teacher in school life are analyzed in a broad sense. In addition to music culture classes, open educational, musical open lessons with students that will showcase you as a leading expert in all school activities. This requires an ongoing process of updating the content and style of work from existing teachers. Such requirements are covered in the new edition of manuals, recommendations, programs, textbooks, in a broad sense.

A music teacher should be able to engage children in music activities in the classroom, such as singing, listening to music, performing musical movements,

accompanying the melody and rhythm of children's musical instruments, and performing rhythmic movements. should try to develop and increase the effectiveness of the course.

Because music education is an educational tool that can quickly affect students. It has a positive social and moral impact on students to develop as individuals. That is why music culture lessons are first and foremost called parenting lessons. Improving the effectiveness of a lesson requires a music teacher to work hard, love his subject, and have the knowledge, love, and courage to bring children into a world of originality and sophistication.

## 1. Main part. Teaching music culture as a subject in secondary schools.

Any science is a collection of knowledge about the laws of society and the development of thinking. In order for science to stand out and function, it must have its own structure.

The methodology of music education has a special place in the system of pedagogical sciences. The issues of music education in modern pedagogy are considered in connection with the general problems of education. Musical aesthetic education is understood in a broad sense. Music culture classes in secondary schools play an important role in this process. From the pedagogical point of view of music education, the educational process in the system of educational institutions is planned and organized in accordance with a certain purpose.

The effect of purposeful education is to systematize labor and social activity. The tone and content of music requires active perception of beauty and thinking.

Music perception is intertwined with the development of taste, the development of musical ability, and moral education. The role of literature and art in educating students in the aesthetic spirit and developing their artistic taste is enormous. Because the art of music has a lot of potential in shaping children's morals.

The music education system in a school consists of several elements, including music lessons, extracurricular and extracurricular music education, and family and daily radio and television education.

Music culture lesson with specific types of activities: listening and analyzing a piece of music, singing, performing musical movements, learning music literacy, playing children's musical instruments, rhythmic accompaniment to music, musical creativity stands out. In the course of the course, these types of activities cannot be separated from each other. They interact with each other to create a non-traditional lesson and increase the effectiveness of the lesson.

A lesson is a form of learning in a school in which the teacher has to create a lesson plan using pedagogical technology based on all the activities for the students for a clearly defined period of time.

In the teaching process, the teacher-student relationship is cordial and the classroom process is constantly analyzed, with successes acknowledged and gaps filled.

## **Part 2 Characteristics and structure of music culture lessons.**

Courses are the main form of education in the implementation of educational goals in the educational process. The course must meet certain general requirements to satisfy both students and teachers.

The course should have a place in the calendar and the purpose should be clearly defined. The knowledge, skills, and abilities that need to be developed during the course should be identified. At the same time, it is important to determine the level of knowledge, skills and abilities to be achieved during this course. The methods used in the lesson, the set of tools should be clear in advance.

Another didactic requirement for the course is that the teaching material should be systematically easy-to-difficult, simple-to-complex, taking into account the age characteristics of the students. Organizational requirements for the course:

There should be a clear lesson plan based on the topic (calendar), the lesson should start and end on time. Logical consistency, completeness, and conscious discipline of students from the beginning to the end of the lesson should be ensured.

The course will use a variety of tools, teaching aids and visual aids. Lessons have so many different structures that it is not possible to plan lessons in a way that is always available on a regular basis and based on a fixed rigid pattern.

Among the factors mentioned above in the structure of the lesson are the real conditions of work in this class. The creative nature of the teacher's work also has a great influence. Each lesson differs from other lessons in its own way, even when they are taught side by side in the same subject, on the same subject.

You can always see the teacher's special "Pedagogical Approach" in the classroom. For example, a combined lesson is organized in the following way: organizational work, checking the completion of homework assigned to students. Ask students about the material studied, the teacher describes the new material, reinforces the material studied, gives homework, assignments.

The success of a lesson and its outcomes depend not only on the readiness of the teacher, but also on the preparation of the students. Unfortunately, many teachers do not pay enough attention to this issue in their practice. The teacher should coordinate the demands on the students in the lessons by showing the children respect, intelligence, pedagogical position, and respectful approach. The form of the teacher's address to the students in the classroom is no different. It is a good idea to call students by their first names.

Demanding self-expression as a teacher does not preclude the teacher from expressing his or her feelings when necessary: he or she is not only alert and kind, cheerful, alert, and enthusiastic in the classroom,

but also known to be serious, upset, and dissatisfied. should also be in appearance.

The pedagogical optimism of the teacher, his confidence in the students, the organization of their search for unity in the classroom in various forms of organization of educational activities, a fair assessment of students' work, readiness to provide them with the necessary support - all this has great didactic and educational value, forms teamwork skills and positive moral qualities in students.

The main purpose of music lessons in secondary schools is to teach teachers the skills of studying the art of music on the basis of the laws of beauty and to instill in them a culture of music. The purpose of this teacher is to form in students the musical-artistic taste, moral and aesthetic feelings, to develop their creative abilities, to strengthen their interest in the art of music and artistic needs in their musical activities, to form a culture of musical literacy, music-period. , sets a number of tasks, such as creating an understanding that life is an expression of human feelings and aspirations.

Extracurricular activities in the field of singing and music should be intensified in order to instill in students a love and passion for music, to raise their level of music. Each of the primary and 9th grade schools should have choirs, and schools with facilities should have musical instruments.

At the same time, it is necessary to pay attention to the organization of individual music education for students, involving the parent community in this work. The knowledge and skills acquired in school should be used in everyday life, in the mornings and evenings at school, in independence, on "Mehrjon", "New Year", "Navruz", Mother's Day and music and art holidays, as well as on excursions and trips. Learned songs can also be sung at home in front of family members, in the company of friends. As a result of regular work in the field of music during the 7-year study period, students become literate, love music, listen to large musical works, as well as concerts, radio and television broadcasts. , should grow up to be active participants in amateur art clubs with adequate preparation. Head educators, class teachers, and

parents should closely assist the music teacher in these activities. Extensive use of elements in each type of activity, such as playing various children's musical instruments such as circles, rattles, triangles, metallophone, performing dance elements to melodies and songs, imitating the playing of musical instruments with hand movements, clapping and conducting makes it more fun and engaging.

Music lessons are different from other lessons in that they are more artistic, fun, and give children more creative pleasure, emotional feelings, and figurative experiences. Therefore, music lessons differ from other lessons with the following specific features:

1. It consists of various activities related to music theory and performance: vocal-choir lessons, music literacy, listening to music, playing a children's instrument, performing rhythmic movements.
2. Music differs from other types of art by its means of expression, ie "language". If the word fiction is expressed by the word, the fine arts by the colors, and the art of dance by the action, then the music is expressed by the melody created in the musical sounds. If we perceive the above art forms by seeing and hearing them, we can express the music only by listening carefully. As a result, more talented musicians have emerged than the blind.
3. Music is an art associated with a specific time scale. Therefore, if we do not adjust the tempo of the music being played and listen carefully to every 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 impact on children, makes them happy and evokes creative experiences. From a good, meaningful, fun music lesson, children can relax, get artistic nourishment, and be happy. So, music is different from other disciplines in that it has an active psychological effect.

Music lessons are also closely related to other subjects. Fine arts, literature, mother tongue, mathematics, history, pedagogy, psychology, vocals, rhythm and mathematics, history, pedagogy, psychology, vocals, rhythmic and more. These help to

connect the music lesson with life, to make the lesson meaningful and interesting. Music is different from other subjects in that it is a mixed class.

The structure of a music lesson consists of 3 main types of activities: listening to music, music literacy, and singing as a choir. In middle school, music lessons consist of 3 main activities:

1. Singing in a choir
2. Music literacy
3. Listening to music

In elementary school, there are 5 activities:

1. Singing in a choir.
2. Music literacy
3. Listen to music
4. Perform actions appropriate to the music
5. Children will be accompanied by musical instruments.

Singing in a choir is a group activity of music education with the direct participation of the teacher. Singing in a choir is a complex psychological and physiological process. Nerve cells in the brain are also active. It stimulates positive emotions in students during singing and creates conditions for students to work effectively.

The teacher selects 10-12 songs for teaching throughout the year, taking into account the capabilities of the class, and arranges them in a certain way, taking into account their level of vocal performance and artistic relevance to school life.

The vocal and choral skills acquired by students in the lower grades will be improved, which will ensure the correct and effective singing of songs, and will help to improve and nurture children's voices. Children's hearing aids increase with age. Therefore, the skills of singing, the basic elements of sound: breath planning, sound formation, diction, word, ensemble are given in the program separately for each academic year. In the learning process, all these elements are inextricably linked.

Music Literacy - It is well known that music literacy in general education music lessons differs in that it consists of a complex body of knowledge about music.

In addition to the elements of music literacy studied in the process of singing, the category of music literacy includes music genres, their forms and structures, means of expression, concepts of the essence of folk and compositional music, types of performance, musical instruments and their timbre. In the process of 7-year music education and upbringing, students' musical literacy should be based on this set of knowledge. It is a key component of music culture.

Listening to music - Listening to music plays an important role in enriching students' musical impressions, broadening their imagination, developing their listening skills and cultivating their musical taste. In this type of activity, students listen to a sample performance of the rarest pieces of music by a music teacher, using an electrophone and a tape recorder. Performed by choirs, orchestras, ensembles and soloists, they get acquainted with classical works of various genres, and for the first time enter the great arena of art.

They perceive the power of music as an art, the beauty of nature and life, the irreversible, unseen aspects of reality and action in the colorful colors of music. It is recommended that students sing the melodies of these melodies so that they are deeply ingrained in the students' memory. In particular, the work is reinforced by listening to a musical instrument and then singing.

It is important to remember that in order to memorize the works, it is necessary to play them at least 2-3 times, each time introducing students to new dynamic aspects of the melody. By listening to the melodies, students will gain a detailed understanding of different genres of music - march, song and dance. All three main parts of the lesson should not be separated, but should ensure that the content of the lesson is coherent with each other. Sometimes it is helpful to take students to the classroom to improve their performance skills and strengthen their singing skills. After the song is completed, students will give a "Class Concert" at the end of the week or quarter. Adherence to the stage culture, such as going on stage,

finding one's place among classmates, feeling each other while singing, and going to one's place, is also positive for students' relationships and behavior. 'shows the mystery. Singing on stage allows students to determine how well they have learned the song, to "ripen" some of the sentences from the piece, and to present the song in a ceremonial setting. The class concert will be a fun activity for the students.

### 3. Main part. Organize a non-traditional lesson based on music activities.

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. Increasing their speech, thinking ability, and worldview 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 tirelessly, improve their knowledge by going to scientific literature, new programs, fiction, theater, museums (constantly) 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 plan and use new software and pedagogical technologies. The purpose and content of all activities in the classroom should be integrated into life.

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 the music only by listening carefully. That's why even the blind have grown up to be 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 every 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 impact on children, makes them happy and evokes creative experiences. From good, meaningful, fun music lessons, children can relax and get artistic nourishment. They are happy and excited. So, music is different from other disciplines in that it has an active psychological effect.

**Conclusion.** In our independent Uzbekistan, science, enlightenment, art, culture and spirituality have always flourished. The great people of the world Zoroaster, Al-Bukhari, At-Termizi, Ahmad Yassavi, Musa Khorezmi, Ahmad Fergani, Abu Nasr Farobi, Abu Rayhan Beruni, Ibn Sino, Muhammad Taragay Ulugbek, Alisher Navoi lived and worked there. and have left a scientific and cultural legacy to be proud of for future generations.

It is the sacred duty of our future music teachers to bring up a generation worthy of such ancestors.

The study of the educational and theoretical basis of the above "The use of activities in the lessons of music culture" showed that the emphasis was placed on the formation of patriotic concepts in students through

artistic means and the future organization of lessons on the basis of pedagogical technology.

A study of the level of knowledge of ideological concepts in adolescents showed that most of them are not fully aware of the concepts of patriotism.

It provided an opportunity to analyze the work of teachers of music culture and to gather resources on the current state of effective use of music activities in the formation of patriotic concepts in them.

The object of this dissertation was the achievements and shortcomings of the internship to cover the above topic during the internship at the secondary school No. 5 of the Andijan city Department of Education and Science.

We have witnessed that the formation of patriotic notions in students on the basis of artistic means in programs and manuals has been neglected.

In the course of the research, it was felt that the pedagogical conditions for the formation of patriotic concepts in students of music culture lessons should be taken into account in practice.

Special programs and plans should be developed for extracurricular activities to increase the effectiveness of lessons by linking patriotic concepts and musical activities in music culture lessons.

It is necessary to create special manuals on the formation of patriotic concepts and study and apply best practices in this area.

In the system of music education there is a wide range of theoretical and practical knowledge, skills and abilities through group singing, listening to music, music literacy, performing musical movements, accompaniment to the rhythm of music on children's instruments and musical creativity. use has an effective effect on the formation of patriotic concepts in students.

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