

## Practical Methods of Teaching Music Lessons

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**Annotation:** We noted above that practical methods include exercises. In their implementation, not only verbal or visual perception of educational information takes place, but also direct application of the acquired theoretical knowledge in practice. It is very important to choose a system of exercises that allows you to fully apply the theoretical knowledge gained in practice when using the method of practical exercises.

**Keywords:** music, methodology, practical lesson, exercises, vocal, visual, laboratory.

**Introduction:** Practical methods consist of various activities of students in the form of exercises, as well as experiments (laboratory) and practical work. These methods can help to acquire new knowledge and strengthen previously acquired knowledge, but their main task is to teach students to apply the acquired knowledge in practice in different situations and to create skills and competencies for students.

By means of practical methods, it is used to form students' vocal and choral skills, to analyze the structure and means of expression of music, to determine its genres and forms, and to learn notation. For example, in the development of vocal-choir skills, the practice method is used more than learning notation or stepping to music, which are used in various activities.

**Literature review:** We noted above that practical methods include exercises. In their implementation, not only verbal or visual perception of educational information takes place, but also direct application of the acquired theoretical knowledge in practice. It is very important to choose a system of exercises that allows you to fully apply the theoretical knowledge obtained when using the method of practical exercises. If, for example, the rules of notation are being mastered from music literacy in the first grades, then the exercise system should fully cover the practical application of all these rules. In this, the rules of writing the staff of the note, the rule of writing the head part, the rule of writing the head and the staff together, the rule of writing the flag and the rule of writing the three parts of the note are provided. [1.B.54]

In addition to integrity, the system of exercises requires a logical consistency, which means, for example, writing exercises such as writing notes between staves, bars, below the first bar, above the fifth bar, on additional bars, each previous exercise leads to the mastery of the next exercise. requires placement to aid preparation. Embellishment of logical reasoning leads to a decrease in the efficiency of knowledge acquisition and consolidation.

In vocal-choir work, methods and techniques for developing singing breath, voice production, pronunciation, voice and ensemble skills are widely used. This includes conducting a piece of music, repeating songs, comparing the pieces in terms of musical structure, singing a song, vocal exercises, etc.

In the practical method of teaching, vocal choir skills are formed through the repertoire of songs specified in the music science program and through special vocal-choir exercises that set a narrow goal.

Most of the time, music teachers do not consider vocal-choir training as a waste of time, they believe that the work on the song itself is enough to give students vocal training. We cannot agree with such views. The more creative the music teacher is in choosing special exercises, the faster he will achieve his goal.

Vocal-choir exercises should take a certain place in every music lesson. These exercises can be very different, but always take into account the age characteristics of children. Vocal-choir exercises and practice-singing are important means of practical training.

In music lessons, students can learn independently about the ways to perform actions to music or the tactics of conducting a musical game.

**Discussion:** During the year, students can perform solemn, festive or soft, smooth walking, rhythmically jumping from one foot to the other while changing the character of the movement, playing small folk dances and children's games while walking in a line, playful song on the basis of which they will be taught to put on stagings and come up with new options of actions for games, to add elements of dance actions and perform them in accordance with the nature of music.

The main condition of the practical method is the analysis of the performed exercises, practical work and their evaluation. There are positive and negative aspects of musical learning skills and competencies in the lesson. Typical mistakes made by students are also shown. But it is necessary to demonstrate good work in the classroom, it is preferable to teach by example.

Dance, musical games and performing movements to music are important for the mental, intellectual and physical development of students. In this case, in music culture lessons, the following tasks are performed in accordance with the music:

- students' musical learning, especially their memory, sense of rhythm, develops well with the help of musical movements. Any type of movement is performed under the tempo and rhythm of a musical piece, the musical tones associated with the movement are permanently stored in the child's memory;
- dance and musical activities help the child to develop mobility and agility, to grow properly and to exercise the body;
- musical works evoke different emotional feelings in students, create different moods, create unique images in their minds, so that children try to express the content of the work with different actions and gestures.

So, the actions in accordance with the music will develop the will of the students along with the development of intellectual and sophisticated abilities. For example, a march - instills enthusiasm and freshness in a student, and a dance - creates wonderful inner feelings and experiences, encourages and delights to dance.

From musical works, marches, dances and games quickly affect students, therefore cheerful dances and interesting musical games attract the attention of every child.

Games performed in music culture classes are mainly divided into two types:

1. Musical rhythmic games corresponding to the content of the song.

2. Dances.

1) Musical and rhythmic movements corresponding to the content of the song must correspond to the artistic content, character and means of expression of the song. The content of the song is reflected in their life experiences, in their relationships with nature and animals, and in folk children's games;

2) Through dances, students get to know dance movements and music of national and sister nations. They perform national movements to dance music. In this way, students' worldview, mental and intellectual education, musical memory, sense of rhythm and attention develop.

Thus, according to their goals and tasks, musical games belong to didactic games, and are mainly expressed by performing them as a means of rhythmic movement.

This type of activity is the most interesting activity in music culture classes. Children's musical instruments are interesting to every student as toys with live sounds. Rhythmic accompaniment of clappers and children's musical instruments, to deeply feel the character and images of music, to create emotional feelings specific to them, is especially important in the development of children's creative abilities. The use of children's musical instruments in musical culture lessons gives positive results and increases students' desire for lessons, interest and musical learning (memory, sense of rhythm, speech).

**Results:** When children play musical instruments, first, the students clap and make a rhythmic accompaniment, the teacher tells the children to play on the table so that the students can feel the rhythm and play it correctly. he should tell them that they will play the instruments and accompany the music. Then he plays the melody on an instrument and shows how to accompany it with clapping. Then he invites everyone to join in by clapping to the tune, and carefully watching the performance, he selects advanced students to distribute the children's instruments. After eliminating the achievements and shortcomings of the first performance, it is repeated again and performed beautifully and correctly. Then he offers students who have no musical education to accompany them on children's musical instruments. In this way, the students in the class are encouraged to accompany the children's musical instrument and increase their interest.

Everyone aspires to play instruments, of course. Therefore, children try to correctly feel and remember the given piece of music without making a mistake. Later, the performance types are complicated. In this case, I can accompany the class by dividing the class into two groups, the first group clapping, and the second group singing. Another type - the teacher plays the method clearly and evenly in the circle. "Bum" is accompanied by children of the 1st group and "Bak" by the children of the 2nd group. If possible, this can be done by recording it on a tape recorder. Also, the melody can be represented by the graphic tempo and rhythmic structure shown on the board with equal quarter and half notes, but it is also possible to use cards. In such classes, the content of the lesson is interesting, students' knowledge is strengthened, creativity, performance skills and musical learning skills are fully developed. Using children's musical instruments in music lessons requires great responsibility, creativity and ingenuity from the teacher.

**Conclusion:** Children's musical instruments used in music lessons are divided into two types. Musical and non-musical instruments. Kuychan musical instruments: metallaphone and xylophone; Non-musical (noisy) musical instruments include: circles, rumbas, maracas, triangles, bells, rattles, drums, wooden spoons.

The use of children's musical instruments in music lessons develops students' timbre reading, sense of rhythm, attention and memory.

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