

## EFFECTIVE FORMS OF STUDENTS KNOWLEDGE AND SKILLS DEVELOPMENT IN HARMONY

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### ABSTRACT:

**This article is about the content and structure of the Harmony class, along with a number of features that are relevant today. In order to develop the ability to dialectically accept music, it is necessary to create conditions for the formation of musical impressions in simulated processes that develop creativity and creative thinking.**

**KEYWORDS: harmonic analysis, harmonic structure, harmony, modulation, piano, simulton, homophone.**

### INTRODUCTION:

It is well-known that mastering the logic of musical perception, the sense of the ladotonal structure of the homeophone theme, mastering the tonal and modular harmonious development of musical compositions in the homeophone, and the ability to express music through harmonic structures are the skills that every skilled musician must master.

Students should focus primarily on the artistic content, expressive possibilities, and figurative aspects of musical works. Harmony teaches students the ability to comprehend the content and logic of a piece of music, as well as their sense of color.

"Harmony" is one of the most complex music-theoretical disciplines studied in higher and specialized secondary education institutions. Textbook "Harmony" by Azimova Orzu Nishonovna is a textbook written in Uzbek for the first time during independence. It is written in accordance with the undergraduate program and summarizes the author's experience in teaching the subject "Harmony" at the Faculty of Music Studies and Performing Arts at the Tashkent State Conservatory.

The content and structure of the textbook has a number of features that are relevant today. The relevance of lecture materials has increased due to the transfer of educational processes to the state language, and at the same time there are problems with the definition of specific terms and basic concepts. There was also a need to teach the general rules of the creation of composers in Uzbekistan. The main topics in the textbook include "Basics of Harmony", "Harmonic Vertical", "Modulation", "Ladder Compression".

The use of elements of a systematic approach is the primary source of the development of a methodological system of analytical (analytical) mastering of works in the teaching of music history and music-theoretical disciplines. The content of dialectical method is not only about the content of the music in terms of the melody, but also to determine the specific nature of the music content. Before starting the Harmony course, the teacher should aim for the above tasks. In order to develop the ability to dialectically accept music, it is necessary to create conditions for the formation of musical impressions in simulated processes that develop creativity and creative thinking.

The aforementioned theoretical considerations in the course of Harmony teaching have not been followed, so the system, forms and methods of teaching Harmony require revision.

When teaching the subject "Harmony" it is necessary to:

- a) study the subject of "Harmony" from the point of view of its application in the process of musical image formation;
- b) study of harmonic works as a source of intonation and content analysis;

c) develop a free direction for the various musical instruments in the harmonium;  
(d) Formation of the concepts of harmony as a complex hierarchical whole (from simple to complex) and one element of a higher system element.

The foregoing is done through techniques that ensure an intensive knowledge acquisition and the formation of creative thinking skills.

The form of teaching the Harmony course in higher education is lessons.

Harmony classes are taught as a group. There should be no more than 10-12 students in the group. Because the lessons of harmony are group-based, individual approach to working with students is required.

According to the content and structure of the lessons, both practical and theoretical, are conducted in the following order: checking the homework, mastering theoretical and practical knowledge; delivering new material to students both in theory and in practice; reinforcing the theme through practical exercises during the workshop; playing on the piano and performing occasional controls; homework assignment.

Lessons from Harmony should be interesting, understandable, and logical to students. The emphasis should be on music as well as illustration. Each piece of information should be broadcast by a teacher or by technical means, which facilitates reaching the student's theoretical principles.

The content of the training sessions should be aimed at developing students' creative thinking and musical-theoretical outlook.

"The accounting of students' knowledge and skills in higher education is one of the main organizational components of pedagogical activity. Proper and timely monitoring of students' learning gives them the opportunity to master their attitude to the subject, the responsibility for the requirements and the

given material." Harmony classes consist mainly of the following elements: checking homework, introducing new material, strengthening the acquired knowledge and skills. The use of these elements in a variety of courses throughout the classroom increases student engagement. Also, the use of new technologies will prevent classes from appearing uniformly.

Homework assignments can be checked in two options:

- 1) performing the piano during a lesson;
- 2) The teacher will check at home and give the students overall results in the next lesson.

Ability to quickly and accurately analyze written work under the first option; quick detection of errors; to give appropriate instructions; highlighting successful places can have a greater impact on students, but greater pedagogical skills are required. The team will also be required to have adequate training. Students who are still in the process of analyzing one student's work may also listen to the teacher's advice on the piano, draw their own conclusions, or perform individual tasks assigned by the teacher.

Regular checkups on homework are required. Consistency plays a very important role, especially in piano playing assignments. The violation of the principle of systematization in many ways has a negative impact on student learning. The only way to avoid this is to engage with each student individually, at each lesson, in part. At the same time, it is necessary to use targeted rigor depending on the student's ability.

Homework assignments on Harmonic Analysis may be easy for students as they do not require playing a piano or writing a note. However, careful consideration should be given to the analysis of the role of chords in the performance of harmonic analysis as a means of expression in a musical work. It is necessary to analyze not only the theoretical aspects, but also the artistic aspects of a musical work.

One of the most important elements of practical exercises is exercise. This is a previously planned teacher-tuned melody by a student on a blackboard or on a piano, playing and harmonic analysis, and the student does not require special training. This activity should focus on strengthening the new topic and be performed independently by students under the supervision of the teacher. As a result of this activity, pedagogical students become more aware of the extent to which they have mastered a new subject and objectively evaluate their teaching activities.

Another effective way to develop students' knowledge and skills is to explain the new topic. In almost every lesson, this activity also involves dividing a particular topic into practice and reinforcing it in a practical way. For example, it is better to divide the theoretical part of the topic into one lesson than to make it a practical part in another.

Special attention should be given to the forms of description. There should never be more than just rules and prohibitions. It is important that information about the practical application of the laws is illustratively illustrated by the works of various composers. The teacher should try to use clear phrases and words to briefly and clearly interpret the necessary laws.

It is enough that the student's context should include laws, notes, examples, pedagogical instructions, quotations that are expressed in the least possible terms. Therefore, it is advisable for students to use notebooks.

In Harmony lessons, a teacher may use two different forms of musical illustration; these may be examples of musical works or schematic harmonic structures. Samples of music should be based on the theme, as a confirmation of theoretical thinking. Performance of quote or schematic harmonic structures on the piano from these works is one of the most important

factors in enhancing students' creative preparation.

The accounting of students' knowledge and skills in higher education is one of the main organizational components of pedagogical activity. Proper and timely monitoring of students' learning will allow them to master their attitude to the subject, responsibility for the requirements and given material.

The need for creative thinking, improvisation, and creativity along with theoretical knowledge in final control is a key factor in achieving better results.

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