

PEDAGOGICAL SKILLS IN TEACHING MUSIC

Tajetdinova Sofya Mnajatdinovna

Associate Professor, Nukus State Pedagogical Institute named after
Ajiniyaz, Faculty of Pedagogy, Associate Professor of Music Education

ANNOTATION:

Music education is one of the main and most complex aspects of fine arts education, which teaches a person to correctly perceive and appreciate the beautiful things around him. Music has the potential to have a powerful effect on the human psyche and is an important means of bringing it into the world of sophistication and moral education. Music equips a person with high taste and gives him spiritual nourishment.

Keywords: Music, pedagogical skills, student, methodology, pedagogical practice.

INTRODUCTION:

One of the urgent tasks in strengthening the foundations of our independence is the proper organization of educational work in the transformation of Uzbekistan into a great state. Because science, culture and spirituality elevate any country and nation, ensure its development and predict its future. It should be noted that from the first days of our independence, the first President of Uzbekistan I.A. At Karimov's initiative, the dream of a harmoniously developed generation has been put on the agenda as one of the most important issues of state policy. Over the years, we have become convinced that the education of young people is the main force that ensures the stability, eternity and development of our independence. Music is an art form that has a wide place in our cultural life and plays an important role in the development of human personality. The family, the school, the community play an important role in the spiritual development of each person. Because

the human qualities of a person are embedded in society. Among the many factors of upbringing, music education plays a special role in leading the younger generation to maturity. Music education is one of the main and most complex aspects of fine arts education, which teaches a person to correctly perceive and appreciate the beautiful things around him. Music has the potential to have a powerful effect on the human psyche and is an important means of bringing it into the world of sophistication and moral education. Music equips a person with high taste and gives him spiritual nourishment. The main purpose of teaching music in school is to form in students a culture of music, to develop them into competent people who can meet the requirements of the times. The main tasks of teaching music at school are: - to increase students' interest and love for the art of music; - To develop students' musical abilities, musical reading, attention, and creativity in the process of musical activities; - Education in the moral and aesthetic spirit of the musical work through the artistic and ideological content; - In music lessons to direct students to the profession, to develop a love of work, love for the motherland, respect for adults. Achieving these goals and objectives depends on the professional and pedagogical skills of the teacher. No artist can teach music culture at school. To do this, a music teacher must have a thorough knowledge of pedagogy, psychology, children's physiology, music teaching and methodology, as well as their professional music disciplines. A music teacher should be a person who loves his profession and children, has a high culture and a broad outlook. From

time immemorial, our wise people have realized that music can quickly find its way into the heart of a child, have a positive effect on the psyche, good manners and manners, kindness, patience, respect for adults through music.

The word "methodology" comes from the Greek word meaning "way of research," "way of knowing." Music teaching methods are the methods of working that students use to build their knowledge, skills and competencies.

In the process of education, students learn and understand the art of music in all its nuances. Popular musical activities: listening to music, analysis, singing as a group, mastering theoretical knowledge (musical literacy), dancing, forming the issues of children playing musical instruments and accompanying the rhythm of music is the main content of music education.

The factors and components that are used in all types of pedagogical technologies and are crucial in the gradual formation and development of the educational process are three types of activities: speech, demonstration and exercise. When applied to music lessons, it follows the following sequence and connection:

The sequence of the main processes in the teacher's activity:

Speaking

Show

Exercise

- A story about a piece of music chosen for singing, listening to, its authors, ideological art, content.

- Explain the form of the work, the nature of the genre, the style of performance.

- Lectures on theoretical and historical data, interviews, etc. listening to the work

- Analysis;

- Execute.

Interpret theoretical concepts of note writing and relate them to practical performance;

conducting choir singing;

-Execution management.

- Vocal choir exercises;

-Exercise complex areas of the work (intervals, chords);

-Study the work, sing, solve examples and problems;

This process is at the heart of pedagogical technology.

The main processes of student activity:

Table 2

Listen

See

Exercise

These speeches, demonstrations and exercises, which are the main elements of pedagogical technology, can be analyzed as three components of the technological process. In the process of music lessons, they are manifested as a large-scale activity, in which the great potential of music lessons on the basis of activities is important.

The specifics of music education The organizational structure, practical performance activities, as well as teaching methods, the factors that ensure their effectiveness, the analysis of tools and the generalization of their general creative - positive aspects are unique to music education. allowed the development of species. These are also pedagogical technologies in terms of their purpose and function in terms of content and essence, and their application in music lessons gives good results. Such classes instill in students a good mood, enthusiasm, high spirits and aspirations. Among them are the following technology lessons, which are now widely used by advanced, enterprising teachers:

concert lessons;

quiz lessons;

interview lessons;

competition lessons;

orientation classes;

lessons around the round table;

self-awareness lessons;

think - find;

Each of these courses has its own structure, mission, purpose, and methodological basis. In the primary grades, when music lessons are conducted in the form of games (songs, through games, organizing, dancing to music, "chigil yazdi games"), students become more active and they perform their tasks relatively easily. Manashu himself shows that music lessons, by their very nature, have a wide range of possibilities in the use of new - new, unique and modern interactive methods, and once again - the ingenuity of a music teacher., skills, experience and what technologies, what activities to go through, the pedagogical conditions and the choice and application of students taking into account their interests and abilities are crucial.

Our observations show that in the process of well-organized pedagogical practice, the professional formation of future teachers becomes more active. Because constant communication with advanced, experienced teachers helps them to directly observe, study, learn and master the best practices of their creative work.

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