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THE ART OF MUSIC MAIN FORMS OF ORGANIZATION OF LEARNING AND ITS ROLE IN THE EDUCATION OF YOUTH

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Annotation:

The lesson is an organizational form of school work, in which the teacher is engaged in a regular group of students-class within a clearly defined time according to a strict schedule, leads the team learning activities, uses a variety of methods to achieve the didactic and educational tasks he defines in accordance with the curriculum.

This article describes in detail the main forms of organization of educational work in the art of music and its role in educating young people.

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Introduction

At present, there is no school, lyceum, college, children's and youth organization that does not pay attention to the art of music and music education. Radio, television and the press also consider the musical and aesthetic development of young people as one of their main problems.

The art of music has such a great educational power that the artistic content of musical works is processed in the imagination, experience, aesthetic sense of the perceiver, becomes his own experience, creates new human relationships.

As a result of long-term, serious communication with literature and music, the student first of all enjoys the figurative emotional content of the musical work - aesthetic feelings, needs, attitudes, as well as all its aspects, personal and social concepts, worldview, moral and aesthetic ideals. finds content.

One of the great educators A. Sukhomlinsky said: "Without music education, the perfect mental development of children is impossible." Indeed, the role of music in the upbringing of a child and his perfect development is incomparable. Because a person grows up listening to the mother goddess, and the art of music will be his companion for the rest of his life.

The role of the music teacher is especially important in shaping and mastering the attitude of students to national music.

I creatively used methodological literature, scientific articles, the results of the analysis of lesson observations and other necessary sources to cover the topic.

The main part. The lesson is an organizational form of educational work in the school, in which the teacher works with a permanent group of students in a clearly defined time-class according to a strict schedule, leads the team's learning activities, adheres to the curriculum. uses a variety of methods to achieve the didactic and educational tasks it defines.

The teaching process can be considered as a goal-oriented, coherent and interrelated activity of teachers. During this activity, the tasks of education, development and upbringing of the participants are solved.

The process of interaction between teacher and student in music lessons is based on personal contact. The music teacher directs and monitors the musical activities of all students in the classroom without exception. Students' interactions also support peer review. The teacher's work in the classroom provides a basis for all students to acquire the basics of knowledge, skills and competencies learned in the classroom.

Each music lesson enriches students with new knowledge, expands their horizons, develops musical skills and abilities, or develops the ability to learn from previous lessons, increase their love and passion for the art of music, music. The main task of music education is to create the necessary conditions for the development of the talents of students interested in the arts, to meet their artistic needs. At the same time, an in-depth study of the universal musical values of the peoples of the world will allow the younger generation to enjoy the cultural masterpieces of international prestige.

Music lessons provide comprehensive development of students in the field of music, create the basis for their musical culture.

Music lessons give a sense of the joy of musical creation, a sense of belonging to beauty, the ability to enjoy the aesthetic content of a composer or folk music. All types of creative activities, which are closely connected with each other, are effective in the classroom.

At the same time, the course, with its content, methods and organization, should have an educational impact on students, forming in them a scientific worldview, ideological beliefs, spiritual qualities of the person and have a great educational value.

The upbringing, teaching, development and education of students in the classroom should be carried out together and separately. This is one of the most important principles of music pedagogy.

The school does not aim to prepare students for professional music activities. However, the ability to understand and influence music depends on each student, whether he will become a professional musician in the future or a well-prepared listener with a basic knowledge of musical aesthetics in a very diverse form of music culture. , regardless.

Currently, the requirements for music lessons are:

1. Music lesson implies the implementation of a complex of educational, developmental and upbringing functions. Affects all aspects of the formation of the student. Along with increasing the musical knowledge of the student, he develops his mental strength and abilities, forms his worldview, moral aesthetics, willpower, attitude to work.
2. The lesson is conducted according to a strict system according to the form of teaching: It consists of a specific beginning, setting the goals and objectives of the lesson, giving homework, explaining, consolidating and repeating the musical material. Types of musical activities should be

interconnected and complementary.

3. The lesson is in accordance with the principles of teaching: It has an educational effect, is convenient for scientific understanding, allows to thoroughly and consciously master the musical works, the formation of musical skills and abilities.
4. The content of the lesson is in accordance with the curriculum, it understands the links in the system of other lessons, it is necessary to always remember what work has been studied before and what students need to learn after this lesson. It is necessary not only to memorize and know, but also to create a way to get acquainted in advance with all the works that need to be studied later during the musical activities.
5. During the preparation and transfer of music lessons should be based on new pedagogical technologies.

Modern psychological pedagogical and methodological approach to teaching and education is taken into account.

The teacher also takes into account the specific situation in the school, equipment for music lessons, technical means, local styles and natural conditions.

In addition to teaching, music lessons also include educational goals and objectives.

They are determined by the content of the educational material, as well as by the general goals aimed at educating and developing the personality of schoolchildren. Educational tasks can be associated with the formation of moral, volitional, intellectual, emotional qualities of the individual. The lesson is a certain stage in the continuous process of educating students.

In turn, the educational objectives of the lesson have a significant impact on the organization of music education and its methodology. For example, the formation of independence and cognitive activity as personality traits requires more attention in the classroom to creativity and assignments, different types of independent work.

The peculiarity of the music lesson is that in addition to the tasks of music education, the lesson also includes artistic and performance tasks. This is especially true of singing as a choir, which is an active form of music education at school. Singing as a choir with folk traditions develops not only musical abilities, but also the quality of character, worldview, artistic taste, aesthetic sense. Different forms of work in the choir singing lessons: singing, music literacy, musical comprehension; combines playing musical instruments, vocal creativity.

The school is constantly working to improve the quality of lessons. Summarizing the experience of the best teachers and the achievements of pedagogical science allows to determine the following didactic requirements for the lesson:

1. Accuracy and inevitability of the main didactic tasks and main elements of the lesson. In thematic plans, each topic of the curriculum is divided into a number of topics, and each lesson solves its own task or several tasks. The teacher determines for each lesson the main didactic task required at this stage of teaching. The task should define the main thing that students should have. For example, "Today we will sing a song about summer and then play a little." In this task, students are directed to sing in general, rather than to master a specific element of the movement.
2. Unity of educational and pedagogical tasks. Each lesson should enrich students with new knowledge, expand their horizons, form new skills and abilities, or improve what they have already acquired. As the student moves from class to class, as if step by step, they move forward on the endless ladder of knowledge.
3. Selection of the most rational methods of teaching that correspond to the tasks and content of the

whole lesson and each part of it, ensuring the cognitive activity and independent activity of students. The use of different teaching methods (oral, visual, practical) in the classroom allows students to have a comprehensive impact, increase their interest in the lesson, encourage their activity and independence.

4. Different forms of lessons: rational combination of class, group and individual forms. No matter what form or material the teacher uses in the lesson, he always plays a leading role. The teacher organizes the study of a new piece of music in the classroom, the repetition of losses, the examination of students' independent work, the acquisition of knowledge, skills and abilities, solves a variety of educational and pedagogical tasks. Develops students' cognitive abilities. The teacher is the main figure in all types of student activities, the leader and organizer of the educational process. In the music lesson, the teacher carefully observes the singing activity of the group and each student.
5. Linking the lesson to the previous and subsequent lessons The teacher's work on the topic is always associated with the development of a system of lessons. In this case, each lesson solves its own task, and thus ensures the mastery of the entire material on the topic. However, each lesson is a separate section of the lesson system, so it is inseparable from the previous and next lesson. Repeating what is lost in the lesson, the teacher always refers to the previous lesson or the whole series of lessons. At the same time, the new material used in this lesson will be a pump for the construction of the next lesson.
6. Taking into account the age characteristics of students The structure of the content of the lesson and the choice of teaching methods are largely determined by the age characteristics of students. The younger the students, the less material they will be able to master, and the more diverse the structure of the lesson and the choice of teaching methods. The attention of young students is not stable enough, their perception is not sufficiently focused, their thinking is to some extent clear, their willpower is not stable. Therefore, involving students in a variety of activities, extensive use of visual aids, the introduction of game elements, learning new material and determining the optimal criteria for consolidating what has been lost - all this affects the content and structure of the lesson. indicates.
7. Creating a conducive environment for teaching and educating students in the classroom it also implies the creation of a favorable psychological environment for the educational process. This largely depends on the characteristics of the class community.

Modern music lessons are distinguished not only by the variety of forms of work and the richness of information, but also by the fact that they are technically armed. A tape recorder, set of notes, music books, exhibition kings, portraits of composers, projections devices, handouts, musical instruments. In order for a music lesson to be as effective as possible, it must be well-developed dramaturgically coherent and, in particular, well-equipped with music.

Conclusion. Understanding the content of a piece of music depends on the general culture of the listener, as well as his special training, which in turn affects the level of activity of the listener's attention.

It is well known that the perception of listeners who are prepared for music is richer. A student who understands music is distinguished by a high level of artistic taste. A musical work can be fully understood only on the basis of understanding the content of the specific form of music, the history of music, having extensive experience as a listener, the development of skills and abilities in the field of musical-positive activity.

The purpose of music lessons is largely focused on the spiritual development of the student. The development and enrichment of musical and creative abilities, the formation of musical comprehension skills, an interest in the art of music, the artistic passion of students should be carried out in a carefully

married and consistent system.

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