

## METHODOLOGY OF STRENGTHENING MUSIC CULTURE LESSONS WITH MODERN PEDAGOGICAL TECHNOLOGICAL METHODS

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### ARTICLE INFO.

#### **Keywords:**

Music theory, literacy, mastery, conditions, music theory, education, music schools, institution.

### Annotation

Given that music-theoretical knowledge is fully provided only in specialized music schools, the definition of forms and methods of teaching music-theoretical knowledge in these educational institutions will allow them to be used in the future in general secondary education.

The article describes the methodology of strengthening the lessons of music culture using modern pedagogical technologies.

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**Introduction.** Musical activity is an integral part of all our educational work and plays an important role in the harmonious development of young people. That is why many music schools, school and out-of-school children, cultural and educational institutions, and many creative teams are being established in our country. Their main goal is to engage children in the art of music in public, to love and appreciate it, and to educate them in music.

**The main part.** Given that music-theoretical knowledge is fully taught only in specialized music schools, the definition of forms and methods of teaching music-theoretical knowledge in these educational institutions will allow them to be used in the future in general secondary education. To this end, the curriculum and program of specialized music schools determine the scope of music-theoretical knowledge, the conditions created for the acquisition of music-theoretical knowledge, the study of methodological approaches used in the educational process, the general process of special music education Targeted work was carried out to compare with the secondary schools, and we got acquainted with the work of the department of "Music Theory" of the primary music school of the Republican Specialized Academic Lyceum of Music named after Glier and conducted observations.

Specialized music schools have sections "Music Theory" and "History of Music", the section "Music Theory" - solfeggio, music literacy, rhythmic, music theory, harmony, analysis of musical works, "History of Music". In addition - such subjects as listening to music, music literature, Uzbek music. Each subject is taught by an expert. Classrooms are compact and comfortable, each room has a table and chairs, a piano, posters, a board for notes and text. Classrooms are protected from outside noise. The

school has a stock of gramophone records for music and theoretical knowledge, and special literature for students to acquire music and theoretical knowledge.

According to the curriculum, the number of students in the music theory department should not exceed ten, and the number of students in the music history department should not exceed twelve. According to the curriculum, in elementary school, students attend two hours of solfeggio, two hours of rhythmic, and one hour of listening to music per week. This means that students are given a total of five hours to acquire musical-theoretical knowledge in elementary school. This, in turn, increases the effectiveness of students' musical-theoretical knowledge.

It should be noted that specialized music schools meet the spiritual needs of students, compensate for the shortcomings that have arisen in the process of school education. At the same time, individual work, which is more difficult to apply in the process of school education, differentiated teaching allows to provide theoretical and practical knowledge that is not included in the curriculum of "Music Culture", integrates and enriches the educational mechanism. Specialized music schools differ from general secondary schools in that they have a relatively large amount of knowledge to be acquired.

The process of acquiring musical-theoretical knowledge in specialized music schools was carried out using the following methods and forms:

- 1) Methods of education that affect the minds of students - story, explanation, emphasis, lecture, practical examples, demonstration, demonstration, discussion;
- 2) Organization of creative activity - performance, repetition and strengthening of exercises, pedagogical requirements, assignments, use of educational situations, etc. ;
- 3) The use of methods of punishment and encouragement in the educational process;
- 4) Apply the theoretical knowledge in practice;
- 5) Organize small music dictation writing and control lessons. In the process of acquiring musical-theoretical knowledge, the organization of educational work in specialized music schools on the formation of the student's personality was based on the following tools: personal approach and abilities of teachers and students; information and technical means; show an example; visual aids; use of new technologies.

According to our observations, the process of acquiring musical-theoretical knowledge in specialized music schools is carried out in accordance with the following principles:

1. Music Education Unit.
2. The acquisition of musical-theoretical knowledge is aimed at a single goal.
3. The relevance of musical knowledge to life.
4. Taking into account the age and psychological characteristics of students.
5. Regular and systematic music-theoretical lessons.

Compared to general secondary schools, the following aspects of the process of acquiring music-theoretical knowledge in specialized music schools can be distinguished:

- 1) Lessons are allocated a lot of time per week;
- 2) High level of student interest in the lesson;
- 3) The level of knowledge and skills of teachers is much higher (graduates of specialized universities);
- 4) Each lesson is goal-oriented;
- 5) Adequacy of visual aids in classrooms and in classrooms their effective use;

- 6) The use of new technologies in the classroom;
- 7) Classes are divided into groups and the number of students in each group does not exceed ten.

It is these factors that ensure the effectiveness of music theory in special music schools. It should be noted that the acquisition of music theory in special music schools is complemented by other special disciplines. This allows you to consolidate the knowledge gained in the lessons. The Music Theory course provides students with the necessary information about the art of music and the main means of musical expression that unites the "language" of music - melody.

Objectives and tasks of the department of music theory:

1. To provide the student with the necessary system of knowledge and skills to explain the basic tools of musical expression.
2. In the process of mastering the course, as well as in the future, to form the necessary musical-theoretical skills for the musical development of the student, to create a basis for the formation and improvement of his musical thinking, the formation of musical perception.

Basic rules of teaching music theory:

1. Acquisition of music-theoretical knowledge throughout the course should be inextricably linked with listening to music. This will eliminate the need for a superficial approach to music theory. Topics should start with listening to a piece of music. Therefore, it is wrong to memorize an idea, a description, a rule about a piece of music without understanding its meaning.
2. The interpretation of theoretical rules should be based on musical examples, materials, that is, the music culture that cultivates the taste of the student - the national music.
3. Music theory should be implemented in methodological connection with solfeggio. In elementary school, elementary music theory (music literacy) is taught as part of the science of solfeggio. But at the same time, music theory - both as a theoretical science and a solfeggio - as a practical science must not lose its independence.
4. The transfer of musical-theoretical knowledge should be carried out according to a certain system of logical, coherent narration.

The model of music-theoretical knowledge to be mastered in the primary grades of specialized music schools Solfedgio Rhythmics Listening to music Literacy based on music literacy Under Music Basic Concepts of Music, Analysis of Musical Works, Music Theory of Music The Department of Music Theory develops the skills of the primary classes, the intonation of sound, conducting, the first musical concepts, knowledge and skills. performing rhythmic movements, children develop the skills and abilities to accompany musical instruments. Provides insights into means of expression, musical genres - opera, ballet, dance, song, march, oratorio, prelude, and more.

It is important that the process of acquiring musical-theoretical knowledge is highly responsible, scientifically-theoretically, methodologically mature and perfect. The key to its effectiveness and success is a well-designed curriculum. The Department of Music Theory of specialized music schools combines a number of subjects in the primary grades - solfeggio, listening to music and rhythmics. Students will gain the necessary musical-theoretical knowledge through these subjects. We will now give a separate explanation of each of these disciplines.

**Singing music (solfege)** Singing music is a complex process in the process of acquiring musical-theoretical knowledge. Solfege - Italian solfege - is a vocal exercise to improve the ability to listen to notes, musical symbols, gammas - singing and learn to read them quickly according to the note.

Solfedgio - musical works and various musical exercises can be performed as a song, depending on the note, saying the name of the note. The term solfege is derived from the name of sol-fa notes. It

requires the teacher to conduct the lessons in a systematic and consistent manner. If students gradually, from simple to complex, improve their singing skills as they move from class to class, they will be able to sing the songs they learn on a note-by-note basis as they move on to higher grades. Singing according to the note - solfeggio is integrated with musical literacy. While music literacy teaches the placement, length, and counting of notes, solfeggio can be used to practice the notes. Therefore, music literacy and solfeggio are balanced, that is, solfeggio and music literacy are integral processes.

From the first grade, students should be able to sing according to the notes. To do this, you need to follow the movement of the song. First of all, there are small music videos that are easy to play. In order to sing according to a note, it is important that students are familiar with the system of notes and can easily find them on the note line. Giving students a familiar, previously sung, or listened-to melody to help them sing better on a note makes it easier for them to observe the movement of the melody.

Before singing, the size of the melody, the length of the notes (whole, half, quarter ...), the tempo and tone of the melody are determined. Then performing volume adjustment exercises at that tone will allow you to adjust the tone. The exercises identify and describe the stable and unstable phases of tonality. In addition to textbooks, posters with music can be used as a visual aid. Under the guidance of the teacher, the students say all the notes of the melody at the same time. The teacher then sings the song in tone and size, and the students follow the note. Then everyone sings along to the notes and conducts at the same time. Conducting to sing according to the note helps to keep the rhythm of the melody, to develop a sense of meter, to count the length of the notes correctly.

The main goal is to develop students' musical skills, the ability to listen to music, to sing with a clear intonation. That fact must be taken into account. " Solfeggio basically means singing unfamiliar melodies based on the first note. To sing an unfamiliar melody based on a note, one must be able to mentally imagine the melody of the recorded melody. That's why it takes a long time to develop musical knowledge and have enough experience in music. This is achieved in the process of developing musical literacy, acquaintance with music literature, vocal and choral skills. Gradually, students begin to understand the pitch, mood, and rhythmic features of musical speech, and they begin to develop musical perception, musical thinking, musical memory, and musical emotion.

In the process of acquiring musical-theoretical knowledge, the following steps are taken to perform an unfamiliar melody based on a note: The teacher writes examples of notes on the board. The melody is then analyzed based on the teacher's questions and the students' answers. The analysis is based on the students' previous musical-theoretical knowledge and is age-appropriate. The teacher explains the elements that the students do not understand, focusing the students' attention on the main topic.

The analysis reveals the following:

1. The tone of the work, ladi.
2. The size of the work.
3. Dynamic characters encountered in the play.
4. Rhythmic structure of the melody (length of notes, pauses, the composition start of contribution, etc.).
5. Sentences in the work, bars that are easy to breathe.

Then you can move on to solfeggio.

**Conclusion.** In the elementary grades, exercises for solfeggio are mainly given in the do major range. Because this tone is easy and convenient in terms of singing range. There are no special hours for music literacy in the primary grades of specialized music schools, and this section is taught as part of a solfeggio class, which means that music is taught first and then practiced.

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