



Volume: 25 / 2022

Economy and Innovation

ISSN: 2545-0573

OBJECTIVES AND TASKS OF THE MUSIC TEACHING METHODOLOGY IN THE PRIMARY GRADE, AS WELL AS FORMS, TOOLS AND METHODS

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ARTICLE INFO.

Keywords:

Methodology, dance, march, music culture, conversation, story, musical sentence, musical character.

Annotation

Music teaching methodology, as a pedagogic science, summarizes the theoretical parts of works tested in experience and presents teaching methods that have given effective results in practice. The methodology is mainly based on the research results of pedagogy, psychology, aesthetics and art science. The methodology of music education describes the rules of music education, defines the modern methods used in the education of the future young generation. Methodology refers to the content of the teacher's methods of working with students in the educational process. Music teaching methodology requires talent, skills and enthusiasm from the teacher, because art pedagogy is a difficult and very responsible field.

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The methodology of teaching music is not a science that was formed suddenly, but until now, the formation of this science has gone through a creative and complex development path. A number of researches of scientists, methodologists, experienced teachers, educational manuals are of great importance in the formation of music teaching methodology. Because the latest achievements are to prepare students for pedagogical activities, to arm them with methodical knowledge and skills, to achieve this goal of music teaching methodology, long social work is required during practical training. It is known that the music teaching method is used in the school depending on the young physiological characteristics, skills and qualifications of the students. Here, the educational method, educational principles of educational materials (curriculum, program), general goals and tasks of educational work are important. The word "methodology" is a Greek word that means "a way of research", "a way of knowing" and is considered a separate part of education. The teaching methods of music mean the working methods used by teachers in acquiring the knowledge, skills and abilities of schoolchildren, developing their creative abilities and forming their worldview.

Effective use of (optimal) special methods of teaching in music lessons is in accordance with the goal. In the researches of mature scientists, they described on a scientific basis the need to solve the

personality of the school teacher and the professional requirements for him and the attitude of the students in the process of using special methods. A special method is a method that encourages students to search for the content and subject of practical and creative works of a subject, the interaction between the teacher and the student, and the process of learning.

Special (optimal) methods of teaching activities are divided into four depending on the purpose:

1. The method of musical summarization of the lesson.
2. The method of "running" in advance to the upcoming lessons, connecting and returning to the previous ones.
3. The method of emotional dramaturgy of lesson content.
4. Method of pedagogical observation of the lesson and evaluation of knowledge.

The method of musical generalization of the lesson is one of the leading methods, aimed at developing students' musical perception and logical artistic thinking:

- a) The teacher creates concrete tasks that must be solved in the lesson;
- b) The teacher and the student solve the problem together.
- c) V) Final conclusions are made by students.

"Running ahead" is used to test students' readiness to master new material by using previously learned material and building on prior knowledge.

The logical integrity of the lesson is achieved with the method of emotional dramaturgy. In this, works are selected for the lesson plan based on the theme of the quarter. The topics chosen are also appropriate, depending on the start and finish. The teacher should make the lesson interesting with performance skills and mastery of words, and should actively interest the students in the lesson and reach the emotional drama of the lesson, that is, the climax. The music teacher requires concerts, artistic evenings, and meetings to be held in addition to music lessons.

Pedagogical observation of the lesson and assessment of knowledge are divided into several types depending on the purpose

- A. The type that organizes and implements students' cognitive activities.
- B. Encouraging and reprimanding knowledge activities.
- C. Management and control of the effectiveness of reading, cognitive activities. It is necessary to be careful in the assessment so as not to discourage the students. Do not lose interest in lessons and singing. The opposite is the case with incentives. The teacher-student relationship should not deviate from the norm. Perhaps, encourage, serve as an example to other students in the class and try to be polite and intelligent.

Thus, there are other types of music teaching methods:

1. Oral methods of teaching music.
2. Exhibition teaching methods.
3. Practical teaching methods.
4. Game methods.
5. Comparison methods.
6. The method of working with children who have no musical education.

1. Oral methods of teaching music. A special demand is placed on the teacher's word skills in the music lesson. With his artistic introduction to the work, the teacher brings the students into the wonderful and magical world of music, and by means of an interesting story or conversation, he draws children's attention and achieves an artistic perception of music. Basically, this method is used more in elementary school.

A story is a lively, emotionally vivid description of a musical piece by a teacher. The story is short, figurative, lively, interesting, and its purpose is to teach students to perceive the work artistically.

Conversation is a dialogic activity between the teacher and students, encouraging students to think independently. It increases their speech, enhances intellectual activity, activates their cognitive abilities and broadens their worldview.

Explanation is used in music lessons as a method of scientific proof. This is mainly used in music literacy activities.

2. Visual teaching methods. It is known that music is an art consisting of moving melody and melodic sounds. It can only be heard and perceived through the auditory organs. Demonstration teaching, sheet music, posters, pictures, teacher's speech, conductor expressions, dance movements, children's musical instruments, live and accurate music performance, technical means are used. Therefore, live music is the main exhibition in the lesson.

3. Practical teaching methods. Practical methods are 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 musical notation. Practical methods are an important tool in the development of vocal and choral skills.

4. Game method - gives a more positive result in elementary grades. The game and its elements are widely introduced in the manuals and textbooks created on the basis of the new program. Elementary school students tend to be active and playful. Musical games used in the lesson increase students' musical learning, develop their musical ability, strengthen their memory and arouse interest in music lessons.

5. Comparison method. Contrast, that is, the method of comparison, is widely used in the process of music lessons. It is widely used as a teacher in vocal and choral works, in the analysis of musical works and in the definition of genres when comparing their performances with students. For example, it is used to determine the difference between the tempos of dance, march, genres, performances of different musical instruments.

6. The method of working with children who have no music education. Students who are not interested in music are divided into differentiated groups during the lesson, and individually (individually) after the lesson. Differentiated group means that students are divided into three groups based on musical ability, learning and voice. Group 1 includes students with sonorous voices and good musical abilities.

Group 2 includes students with average voice and musical ability, that is, they sing following the teacher's voice and relying on it.

The 3rd group includes students whose voice is not so good and whose musical ability is empty.

In the course of the music lesson, these students are transferred in the following order: in the first row, those who rely on the teacher's voice to sing, in the second row, students who have no musical education and do not have good musical skills, and in the third row, talented children with sonorous voices. In this case, the students in the second row try to sing beautifully and correctly, following the voices of those around them.

With this method, students can develop their musical education. Some of the children who have no musical education are taught individually after school, they are given tasks, their voices are adjusted,

and songs are taught separately. In this way, all students' interest in music, singing, passion for listening to music, ability, musical education, and singing skills are formed.

In order to teach a song in elementary grades, first this song is listened to and then it is taught based on the method of teaching the song:

1. The teacher's brief introduction about the song (about the authors of the song, about the historical or educational significance of the work, telling a short story, conducting an interesting life conversation about this work and showing a picture).
2. Full performance of the song by the teacher.
3. Determine the musical character of the song, its means of expression, form, genre together with the students.
4. Teaching the song into musical sentences.
5. Work on the performance qualities of the song (breath, pure intonation, pronunciation, expressive singing based on dynamic signs).
6. Conducting a short conversation (question - answer) about their impressions based on visual materials.

In order to increase the interest of primary school students in the music culture lesson, it is necessary to improve the efficiency of the lesson, to organize the lessons correctly, taking into account the age characteristics of the students. A theoretical analysis of the process of music education, studying the experiences of advanced teachers, dividing the lesson into different stages, including the use of didactic principles, gives positive results.

1. Adaptation of students to the lesson, formation of mutual respect among students, familiarization with the tasks to be performed, determination of individual and team tasks.
2. To strengthen students' knowledge and skills. In this way, it is possible to expand the range of knowledge, to develop the skills of a creative approach to the subject, and to improve the activity of the ability of thinking, so that students can think independently.
3. The level of knowledge is determined through hearing and perception. In this process, students' perceptive abilities are tested.
4. It is necessary to take into account the pedagogical conditions of using didactic principles in the activities of elementary music lessons.
5. It is necessary to create specialized programs and plans for the application of didactic principles in the activities of elementary school music classes.
6. It is required to create special manuals for music teachers.
7. One of the effective ways is to use artistic tools and didactic principles that reveal the essence of a musical work in the activities of elementary school music classes.
8. It is recommended to publish articles, essays, scientific-methodical, artistic articles on the experience of teachers in the mass media in order to study and popularize best practices in this field.

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