



## A LOOK AT THE MUSIC EDUCATION IN SCHOOLS: FORMS AND METHODS OF MUSIC EDUCATION

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### ABSTRACT

This article discusses the teaching of music education in general secondary schools, music perception, dance and rhythmic movements, instrumental and creative activities.

**KEYWORDS:-** Music, instrument, song, rhythm, literacy, timbre, aesthetics, education, upbringing.

### INTRODUCTION

Music education is one of the most basic and complex of aesthetic education, requiring children to be taught to perform in an understanding of the art of music from an early age. Accordingly, the purpose of aesthetic education in all schools and out of school institutions is to create conditions for children to engage in music, painting sculpture in and art education. Music is also an important and effective means of educating children and youth in the script of patriotism. First of all, the specific themes of the lessons, which help to explain the essence of music in the lesson, are derived from the main themes assigned for each quarter.

The year, the quarter, the themes, the inclusion of our national music in the program will help to make the lesson more interesting and meaningful.

Secondly, music literacy is not seen as independent part of the curriculum, but a

musical activity that explores the subject matter.

Thirdly, in order to make the lesson interesting and increase the effectiveness of teaching, new musical activities such as dance children's musical instruments such as rattles, spoons, etc. are used to accompany the music, as well as musical creativity. These activities are of great interest to students due to their playful nature.

Therefore, all the music activities used in the lessons are an integral part of the lesson topic and a logical part of it. In this case, a music lesson is a complex (integrated mixed) type of lesson, in which the subject of lesson is subordinated to the general theme, logically interconnected and applies to the following musical instruments. Music perception (listening), singing, rhythm movements, clapping and playing instruments, musical creativity, etc.

Cognitive music is one of the most important activities in the classroom. It happens in two cases. In the first case, a particular work is listened to and performed and its artistic aspects



are described in a simple musical pedagogical way. Through listening, they gain understanding of the work, the musical features of the work, the genre, the structure, the means of expression, the performance, and the artistic content. In the second case, the musical work is studied first by listening to it and then by setting it in one way or another and its artistic content is expressed in practice. For example, a song to be studied is firstly performed by a teacher or once or twice on a magnet, a discussion is held about the nature of the work and then the study begins. It took a long time process for teachers to develop an understanding of the specifics of listening to Uzbek music. With the help of a teacher, students gradually develop the ability to listen and analyze a piece of music.

Dance music is first listened to and after the description of the melodies are understood the expressions of dance movements is studied. Often the work is studied in a combination of activities: listening, singing, dancing and so on. This method of training allows you to study the work in depth and at the same time develop complex skills. In a musical lesson, all the activities are logically interconnected on the basis of a specific topic, resulting in a logical unity of the lesson.

Music literacy. All their activities are theoretically important as a unifying activity. The course explores the work in which the activity is used (listening, singing, dancing etc.) and develops new insights into its characteristics (genre structure performance, etc.). Therefore, a set of general musical knowledge concepts of students in music literacy activities (musical forms, genres, instrumental performances, folk, and compositional music, their ideas, the status of national music, classical music notation, etc.) the focus is on shaping.

Dance and rhythmic movements. In this activity students' musical abilities are important for their

physical development, as well as for developing their sense of rhythm and expressiveness. This is especially important for elementary school students. It should be noted that the Uzbek people are famous for their national dance. However, given the fact that dance lessons are almost non-existent in the school curriculum, it becomes clear that there is need for elements of national dance in the content of music lessons. That is why it is important for a music teacher to know the basics of our national dance.

Applause and children's playing activities are important for both teachers' musical learning skills and performance skills. This activity should be carried out in the primary school in connection with the playing of national instruments and the understanding of their timbre. This involves the teacher's use of percussion instruments such as circles, chisels, spoons, and small safoys and the development of rhythmic accompaniment to melodies transmitted by magnetic tapes.

Singing activities are necessary to develop students' musical reading skills and performance skills. During group singing in the classroom, the student controls his or her own vocal performance, listens to and observes his or her peers' performances, and strives to interact with them. After all, listening and singing are part of the curriculum. In addition to, learning through singing and listening activities, they will also be able to master musical instruments and musical descriptions through playing musical movements and creative activities. For the first time education is included in the new curriculum. This activity is very important for the child to develop musical thinking research and creative skills. This activity is performed by the student in a circle with the help of creative actions, such as finding the appropriate melody, especially dance moves composing a melody on a piece of poetry.

It is recommended to use a wide range of playing



techniques to perform musical movements and creative activities. These activities are based on more game features. The new curriculum provides a wide range of works for listening and singing. It allows students to selectively teach their work according to classroom opportunities and important dates of the school year. At the same time the student has the right to make extensive use of new works that are included in the program, but are artistically high, educationally important, in accordance with the characteristics of the youth of the students, the practice of cognition.

Works describing music literacy, instrumentation dance and movement as well as musical activity are also conditionally given. They can be changed depending on the course conditions. This requires a creative approach to lesson planning and preparation. It should be noted that although the content of works and lessons in the program is specified for each type of activity, but in the planning and conduct of the lesson musical activities should be based on the content of the lesson and reveal its essence. Thus, in the lesson, the musical activities are logically combined to convey the content.

A music teacher needs to address different teaching methods. He or She should be able to create his own music using the optimal methods of teaching music, starting from the type of activity he has a positive attitude to the lesson, without following the plan of the state of program. The use of non-traditional teaching methods and the creative organization of the lesson play an important role in students' interests in knowledge. At the same time the use of non-traditional methods in the educational process such as lessons, concerts, lesson discussions, develops students' musical abilities, broadens their horizons of independent thinking. In such classes, the child feels free. In the lesson the teacher not only describes the topic directly

but also organizes a variety of student activities. Instructional materials and pictures related to the content of the lesson (music literacy tables, posters with the melody and lyrics of the song being studied representing a song or a musical image, art pictures and song collections, educational films etc.) should be used as much as possible. Assessment of students' development and skills is of great pedagogical importance in improving the effectiveness of lessons. It differs in its features. This issue should also be approached comprehensively.

Students who need to be assessed should be identified and asked questions about topics that have been covered during the lesson and encouraged to give more feedback through greater involvement in research and practice as well as the identification and fair assessment of skills. Asking alone in the classroom can be tedious and prevent you from making the most of your time. In addition, this method reduces the logical continuity of the lesson and the activity of the class.

A well-prepared student will have the right to increase the program requirement in gifted classes that have excellent in the field of music. At the same time it is important to pay attention to the organization of individual music education for students and to involve the parent community in this work. As a result of regular activities in the field of music during the teaching period, students become literate, love music, listen to large musical works, as well as concerts, music broadcasts on radio and television, as a result they grow as active participants in amateur art clubs. Class teachers and parents need to work closely with the music teacher to make these happen. The success of some schools in this area can serve as a model for their schools, so it is important to share their experiences. The modern education system provides for the use of all types of visual aids



television tape recorders technical equipment music news as well as lessons in social sciences pedagogy specialization knowledge and skills.

The modern structure of the science of music the logical whole consists of various musical activities including listening to music music literacy singing in a choir performing actions typical of the nature of music (applause) and the rhythmic accompaniment of instruments to music. It is gratifying especially since independence that our schools have become more inclusive of our national heritage our music and our use of variety of technologies. The study of pedagogical techniques and technologies has contributed to the successful acquisition of pedagogical skills. Integrating with the team in new technology knowing the strengths and weaknesses of their work ensures successful advancement through the skill of educating to constantly replenish their knowledge. The structure of the modern system of music pedagogy proves that in the transition to pedagogy it is expedient to move from its methodology to a broad theory and practice of education. First of all, music is an educational lesson, and there are several methods of education.

1. Methods of shaping moral and spiritual consciousness: dialogue, review example.
2. Analysis of activities, behavior, attitudes, social behavior, practical game, practical-life spiritual exercises assignments.
3. Spiritual creative methods.
4. Methods of motivation and behavior control.

Music lessons comes in both traditional and nontraditional forms.

1. The main objectives of traditional education: clearly unconditionally listens performs prepares students that is obeys

the sequence of lesson activities. The purpose of education to develop knowledge skills and abilities.

2. The main goal of non-traditional education is to educate students who can meet world standards. It educates students who are able to act independently who are self disciplined who are self –seeking who are able to think independently. This includes verbal and practical comparisons games and work with students who have limited musical skills. It is advisable to educate students mainly in the national spirit.

Nowadays, music lessons in schools are more complicated, and our main task is to use a variety of methods to increase musical knowledge.

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