

## Methods of Teaching Music Theory Lessons in Specialized Schools

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### ABSTRACT

*This article provides detailed information about reforms in the field of science, art, culture and music in our country, methods of teaching music lessons in specialized schools, types of didactic principles of music culture and their analysis.*

### Introduction

Over the past period, the Republic of Uzbekistan has adopted a number of normative and legal acts on the development of culture and arts[1]. In particular, the Resolution of the President of the Republic of Uzbekistan No. PD - 3391 of November 17, 2017 “ On measures to further develop the art of the Uzbek national makom”, of May 30, 2019 “ On the organization of the activities of the state museum-reserves Sarmishsay”, “Shakhrisabz”, “Termez” and “Kokand” Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 443 of April 21 [2] , 2020 “On measures to further increase the efficiency of the fine and applied arts” Resolution No. PD - 4688 of May 26, 2020 “Culture Decree No. PD-6000 of May 23 [3]. Ensuring the development and prospects of the Republic of Uzbekistan depends on the changes taking place in the economic, social, political and cultural spheres, and in order to actively participate in such changes, high-level general and special knowledge, intellectual capacity, broad outlook and skillful use of information communications are required. Based on these requirements, the training of pedagogic personnel is one of the most important tasks of today.

Decree No. PD-6000 of the President of the Republic of Uzbekistan Shavkat Mirziyoev of May 26, 2020 “On measures to further increase the role and influence of the sphere of culture and art in the life of society”[4], Republic of Uzbekistan According to President Shavkat Mirziyoev’s Resolution No. PD-112 of February 2, 2022 “On additional measures for the further development of the sphere of culture and art”, starting from the 2022/2023 academic year, general education.

The content of art is life, the reality around us, man and his inner world - thoughts, feelings. Art, more than any other type of human activity, absorbs reality by creating artistic images. It

supposedly creates the world anew in a form that directly affects a person's feelings and consciousness. But the artist does not copy life, events and things. He selects the most general, typical characteristics of an image, understands all of them, changes the appearance of the image, and then embodies it in the form of a painting, poem, or musical piece.

Of course, the work of any artist preserves the personality of the author. Because the objective material of the external world is reworked separately in the mind of the artist and reborn as an original, unique creation. However, at the same time, each creative work is also considered a product of public consciousness. After all, it is related to a certain social psychology, country, historical event. The social side of artistic creativity is manifested in the way that a person feels the connection with his contemporaries and his people with the past and humanity through artistic images. True art, while creating eternal artistic values, also promotes the continuity of generations. Thus, works of art are pictures of both life and creativity. But art forms are not able to depict different aspects of life at the same level. Each type of art is distinguished by its own means and principles of expression. Music is the art of tone (intonation), an artistic reflection of reality expressed in sounds. It reflects existence in its own way, enriches it, and helps to understand and change it. It is known that music plays an important role in the life of society.

Music is a way of life and social life of a person. It is a unique tool that helps a person achieve spiritual values, serving as a sign that is definitely present during work and rest. It is the spiritual world of a person. It is considered to be an effective tool of aesthetic education that forms moral goals.[5]

Music culture lessons are organized based on didactic theory and principles of pedagogy. These principles determine the basic requirements of all educational principles - lesson content methods and the structure of the lesson and its directions, performed by the teacher and the student. The didactic principles of music culture lessons consist of five types:

1. The principle of systematicity, scientificity and continuity in music education and upbringing.
2. The principle of student awareness and activity in the lesson.
3. Demonstration principle in music culture classes.
4. The principle of matching educational materials to children's education and skills.
5. The principle of continuity of knowledge and skills in music lessons. [6]

These principles are mainly used in the process of using educational materials, creating the content and plan of a music lesson. The above-mentioned general didactic principles are inextricably linked with each other and ensure the consistency of music activities based on the continuity and integrity of the music lesson in accordance with the state educational standard, taking into account the national characteristics. In the lesson, it should be organized on a scientific basis with its structure and content. The scope of knowledge about music is the main factor of music education and upbringing. It reflects the rules, conclusions, and generalized musical experiences of music created by mankind. Mastering them means acquiring knowledge and skills in the way of musical practice. Adaptation of educational materials to the knowledge experience of the child during the lesson. Taking into account the laws of children's voice development, teaching the laws of notes correctly, and analyzing them in accordance with the child's intellectual abilities are the scientific principles of the lesson. It is difficult to do science without a system. All educational activities of the lesson and subsequent lessons form the basis of the system.

The principles of mastering works from simple to complex, from the unknown to the known correspond to a certain order, which means systematicity. Each activity of the lesson, in turn, is a

logical continuation of each lesson, and the principle of continuity means that it gradually realizes the pedagogical goals.

2. The principle of awareness and activity of students in the lesson. This principle is one of the leading principles of didactics. Because the acquisition of knowledge depends on the cognitive process that is the basis of the student's mental activity. The perception of music enriches the life experience of a person, increases the ability to think and perceive real events as artistic. The formation of these skills and abilities requires a long process of development of the child's mind. For this purpose, the child's conscious learning of learning material creates the activity of the learning process. Mastering a certain piece of music by singing or listening to it and enjoying it artistically, aesthetically, enjoying it, attracting the attention of the child, first of all, creates interest, consciousness and activity in it. [7]

It requires conscious perception of music and, in turn, artistic tone and logical retention in memory. Awareness and activity in music lessons are especially necessary for the formation of vocal and choral skills. Singing in a choir, listening to music, music literacy, awareness and activity in activities make it easier to know and master the theoretical and practical aspects of music.

3. Demonstration principle in music lessons. In music education, music itself is a self-explanatory tool. Because it is perceived not by the eyes, but by the ears. Both in listening to music and in the analysis of the work, the melody is performed as an exhibition. the teacher himself, speech, and performance serve as the main exhibition. In addition, technical tools, flash cards, graphic records, pictures, sheet music play an important role as an exhibition in music lessons.

4. The principle of compatibility of educational materials with the needs of students. This principle is used in the process of creating the content of the lesson based on the educational materials selected from the program and the methodological materials. It is necessary to take into account the general knowledge and skill level of each class. Based on the program, taking into account the knowledge and skills of each class, a half-yearly calendar-thematic plan of the music lesson is drawn up. A calendar - a thematic work plan is drawn up twice a year, depending on the age characteristics of the student, musical studies, new songs, works for listening to music, educational materials in music literacy, and class activities.

5. Consolidation of knowledge and skills in music lessons. The main condition for the implementation of these principles is to seriously follow the four principles described above. First of all, it is necessary to ensure the depth, solidity and vitality of knowledge and skills, that is, it is necessary to make children confident that this and its performance method are necessary for our cultural life. Secondly, when choosing , the following should be followed:

- a) suitability of the mother for the spiritual and moral education of the child.
- b) nature of music education. It requires conscious perception of music and, in turn, artistic tone and logical retention in memory. Awareness and activity in music lessons are especially necessary for the formation of vocal and choral skills. Singing in a choir, listening to music, music literacy, awareness and activity in activities make it easier to know and master the theoretical and practical aspects of music.

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