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Use of New Interactive Methods in Learning Songs in Secondary Schools

Akhmedov Bakhodir Sayfiddinovich

Teacher of Namangan state university

bahodirahmedov@gmail.com

Annotation

In this article, reforms in the field of education, art and culture, skills to increase the pedagogical potential of music culture teachers, and the use of interactive methods for students to learn songs in music culture classes are discussed. detailed information is provided.

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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]. A special field of psychology - youth psychology - deals with the study of the general features of a person’s age. In its most general form, age stages such as school age, adolescence and social maturity are distinguished. On this basis, the following age periods and the educational institutions corresponding to them can be indicated: The main topics of the section of the general foundations of musical pedagogy of the musical development, education and formation of the personality are considered. The musical development of a person is manifested as the process of formation and formation of his musical abilities and musical culture.

Musical development is a comprehensive improvement of innate and acquired quantitative and qualitative changes in the physical, mental and spiritual development of a person's musical culture. A person goes through several stages in his musical development. About “interactive methods” Interactive method means working together.

1. “Circle” method

E-mail address: editor@centralasianstudies.org

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2. “Aquarium” method
3. “Ice melts” method
4. “Dividing into groups”
5. Brainstorming
6. “Who is where?”
7. “Mosaic”
8. “Ambulance”
9. “Stop reading”
10. “Networks” (Cluster)
11. “Photo dictation”
12. “Chigil wrote” games
13. “Chain”
14. “Energizers”
15. “Everyone teaches everyone”
16. “Debate”
17. “Continuum”.

We recommend you to use some of them during training. “Circle” method In this, students sit in a circle and perform various exercises. The advantage of this method, compared to the method of passing students in rows, is that no student feels that he is separated, that is, someone is behind and someone is ahead. Not every student is left out of the educator's eyes and attention[4]. Everyone feels “equal”.

“Aquarium” method In this method, several students perform different tasks in a circle. These pupils in the middle are like fish in the aquarium. Their every move is closely watched by students sitting around the circle. “Ice melts” method Purpose: To create a free environment for participants to get to know each other. “Ice melts” are called different acquaintances. In short, this activity helps students behave, get to know each other and create an atmosphere of mutual trust in the group. He invites them to participate and support each other.

In the process of education, we can create new types of such exercises. The method of “dividing into groups” In this method, students learn to work together in the process of completing various tasks, and the student who mastered it well works together with the students who mastered it poorly. In the course of training, it becomes necessary to divide students into small groups when performing a task. Then they can be divided into groups in different ways.

For example: a simple way of dividing into groups is that the students sitting around the first two-seater table face the students sitting around the second table, and the students around the third table face the fourth table they sit looking at the students. Thus, students are divided into several groups. Another method of grouping: the teacher asks the students to name several (depending on how many groups the teacher wants the students to be divided into) several pets. Then he names each student with these names.

Each student should remember the name of the given animal. The teacher asks each student to make

the sound of the named animals and find that group. For example: “me, me..”, kittens “meow, meow..” etc. This method is very convenient and encourages students to expand their thinking, collect a lot of information in a short time, and complete the task by organizing a discussion with each other. In addition to the above tasks, it is also possible to use pictures that embody other tasks. The methodology of organizing music classes is based on the state requirements of the competence approach of education.

Minimum requirements for the level of preparation of students during the educational process. The minimum amount of educational content in the subject of the methodology of conducting music lessons. Competencies that should be acquired in music lessons. Content, essence and analysis of the music education program. The developed program is a state document, which provides for the educational work and training of a music teacher.

When planning music lessons, the pedagogue should correctly organize the sequence of the repertoire and types of activities to be taught to the students. Every music teacher should know how to make effective use of exhibitions in order to make every music lesson interesting and long in the memory of students. When organizing a lesson, the music teacher should not forget the following:

- training report, new song, exhibitions prepared for used musical instruments;
- being able to connect parts together;[5]
- to communicate in a simple and low tone, taking into account their age characteristics, in order to interest students;
- being able to use technical means;
- to strengthen students' knowledge and skills with the help of musical educational and didactic games;

When planning a lesson, you should pay attention to the following:

- Use of pictures, portraits of composers and composers, shapes of various colors while listening to music;
- The use of visual aids and handouts to the musical scale in exercises to expand the voice range;
- Find the name of the song by looking at the pictures while singing;
- Use of attributes (flowers, ribbons, etc.) when performing lapars and dances;
- In the development of children's creative abilities, when teaching musical action and figurative games, teaching them to think by preparing attributes suitable for this game, allows children to act independently in the staged process and occupies a large place.

It is envisaged to gradually implement the national values, traditions, folk creativity, musical heritage specific to Uzbeks at the level of students' ability to perceive, while preserving the existing pedagogical tasks.

Minimum requirements for the level of preparation of students during the educational process. The minimum amount of educational content in the subject of the methodology of conducting music lessons. Competencies that should be acquired in music lessons. Content, essence and analysis of the music education program. The developed program is a state document, which provides for the educational work and training of a music teacher.

Seventh, to introduce students to our national values in music classes, teach them to perform national

melodies and musical rhythmic movements accompanied by national instruments;

Eighth, connecting the content of music classes with the life of the Motherland, city, neighborhood, nature, society, participating in events held in educational institutions with learned tunes and songs. It is required to perform tasks such as organizing various concerts.

Pedagogical technology based on didactic improvement and processing of educational material is one of the technologies aimed at updating the content of traditional education and fundamentally changing the organization of the educational process. The design of educational materials based on new pedagogical technology is mainly implemented in the educational process.

In this, special attention is paid to ensuring the activity of students and ensuring the assimilation of educational materials. Pedagogical technology not only organizes the effective relationship between the teacher and students in the educational process, but also ensures the cognitive activity of students. This, in turn, requires the use of not only one technology in the educational process, but the appropriate technology based on its characteristics at each stage of students' learning.

Today, in the study of music education, in the design of educational materials, didactic game, problem-based, computer, modular, logical-content, cooperative teaching types of educational technologies are widely used.

1. In technologies based on didactic games, educational materials are absorbed into the minds of students in harmony with game activities (role-playing, plot games) or the results of the learning of educational materials are monitored by means of various games. can be done (color cards, video puzzles, name-your-own, step-by-step, etc.).
2. It is possible to use musical computer teaching technology in designing educational materials, songs as follows:
 - a) in creating the educational material in a convenient and clear way (for example, it is difficult for the student to imagine typing notes in the program, to provide a computer explanation of the processes);
 - b) application of formed knowledge and skills in practice;
 - c) checking and evaluating the results of students' mastery of educational materials;
 - d) tutoring.
3. In problematic educational technologies, the delivery of educational material to the student is carried out by creating problematic situations. When designing educational materials on the basis of problematic technology, the teacher creates a chain of questions representing the content of the material and explains it to the students in a logical sequence. In this case, it is necessary to achieve the main concepts and ideas that make up the content of the educational material through logical thinking.[6]
4. Logical-content technology embodies the triad (triplet) contents of systematic, logical-heuristic, framework (critical) design principles and elements of educational materials in models. When using this technology, educational materials are expressed in detailed models based on systematicity, the entire content of the educational material is reflected in this one model.
5. In the use of teaching technologies in cooperation, it provides students with the formation of knowledge, skills, qualifications specified in the DTS and programs, processing of educational materials by students, development of design activities, debates and discussions. Co-teaching

technology implies not only teaching materials in cooperation with the teacher, but also mastering them on a group or pair basis.

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