

DIDACTIC REQUIREMENTS AND METHODS FOR DEVELOPING THE ARTISTIC-AESTHETIC TASTE OF PRIMARY CLASS STUDENTS THROUGH MUSIC

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Abstract:

This article describes didactic requirements and interactive methods for developing the artistic and aesthetic taste of elementary school students through music.

Keywords: Method, interactive education, rotation, brainstorming, cluster.

Music education in school serves to form human spirituality. After all, it is important because it forms the level of musical culture. Culture as an indicator of spirituality is a broad concept and one of the most controversial issues. Due to the correct establishment of musical culture, a person develops certain musical knowledge, understanding, skills and abilities, which in turn form the musical and spiritual worldview of a person.¹ It is known that "methodology" is such a part of pedagogy that, on the basis of didactic principles, with the help of a method, the educational process is carried out appropriately and its general and special tasks are solved. For example, how to achieve the educational effect of music, to arouse the interest of students, to organize listening to music in junior high school students, and to achieve the skills of active perception of students. At the same time, the methodology also covers specific issues. In the methodology of music education, he emphasizes that the educational process, like any social activity, requires systematic and scientific management. Music teaching methodology is interconnected with other subjects. It is worth noting that the methodology is related to musicology, and recently more attention has been paid to the improvement of the analysis of musical works. The theory of musicology has a direct influence on the development of content and methods of music education. In solving its problems, the methodology relies on the science of psychology. For example, it is impossible to understand the development of students' perception of music, their creative and musical abilities without knowing

¹ Sh. U. Norova : "Musiqqa madaniyati darslarining xususiyati va tuzilishi." Buxoro davlat universiteti San'atshunoslik fakulteti Musiqqa ta'limi kafedrasi katta o'qituvchisi s .u. norova@buxdu.uz. Тема научной статьи по искусствоведению читайте бесплатно текст научно-исследовательской работы в электронной библиотеке Кибер Ленинка (cyberleninka.ru).



the laws of the child's psyche. Also, the methodology solves the problems of this or that material, its size, and the effects of using methods in connection with psychology. In the study of students' singing skills and the structure of their unique vocal apparatus, the methodology relies on research in the field of physiology.². The methodology of teaching music based on pedagogy considers education as a process related to many factors. A person's musical culture is formed not only by the influence of school, but also by the family, mass media, and the system of social relations. At the same time, it is natural that the school plays a decisive role in the development of musical interests and abilities of schoolchildren, and in the formation of the foundations of musical culture in them. Music teaching methodology is based on pedagogy and its definition of methods. The development of methods is related to the following problems: their correlation with the content of music education, the development of students' creative and musical abilities, musical memory and voice, age and individual characteristics of music perception, the possibilities of various musical activities in the development of students, etc. The task of the methodology also includes the improvement of various forms of the educational process. Including music lessons, optional music activities, extracurricular activities (clubs, parties, etc.)³ Today, the most optimal way to increase the effectiveness of music culture classes is to organize classes using interactive methods. After all, interactive methods implement the learning process through mutual communication and interaction of students. Interactive education is based on the organization of action based on mutual cooperation in the course of music lessons in order to acquire theoretical knowledge, skills, skills and specific artistic aesthetic qualities of students. An interactive method means solving an activity or a problem in a mutual dialogue, in the course of thinking in a mutual debate, together. The advantage of this method is that the entire activity teaches the student to think independently and prepares him for an independent life. There are the following methods of interactive education; 1. Problem-based learning is an improved teaching technology. In this education, students develop skills and abilities such as creative research, putting forward specific hypotheses, justifying results, and reaching certain conclusions. 2. Project education - forms activities such as the desire to search and find, thinking, critical thinking in students, allows to eliminate knowledge gaps. 3. The brainstorming method was developed by Donald Fishpe,

² D. SOIPOVA "Musiqqa o'qitish nazariyasi va metodikasi. O'quv-metodik qo'llanma.

³ D. SOIPOVA "Musiqqa o'qitish nazariyasi va metodikasi. O'quv-metodik qo'llanma.



and it increases the efficiency of developing new ideas. 4. The "Rotation" method. This method is used so that each small group can discuss the training topic separately and analyze what they have written as a whole team.

5. Cluster - focused on studying the educational material in a deep and integrated state, creative understanding, free work during one session. In conclusion, with the help of these interactive methods, we can increase students' interest in classical music and create an opportunity for independent thinking. Of course, it is appropriate to use non-traditional types of lessons in accordance with the themes of the quarter and the lessons. At the same time, the quality of education will increase.

Literature.

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