

GOALS AND OBJECTIVES OF MUSIC TEACHING METHODOLOGY

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Annotation:

Music teaching methodology, as a pedagogic science, summarizes the theoretical parts of the experimentally tested work 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 studies. It describes the laws and regulations of music education and defines the modern methodology used in the education of the future young generation.

Keywords: Music, pedagogy, teaching methodology, art, education and training, special methods.

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. So far, the formation of this science has gone through a creative and complex development path. In the formation of the methodology of music education in our republic, the researches of local scientists, methodologists, experienced teachers, and training manuals are of great importance. The latest achievements of artistic pedagogy in the field of methodology require long-term social work during practical training to prepare students for pedagogical activities, equip them with methodological knowledge and skills, and to achieve this goal of music teaching methodology.

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. Therefore, the methodology of music education is a science that teaches the content, tasks and methods of teaching students to the art of music, and applies the forms and methods that organize educational processes. The word "Methodology" is a Greek word. It

means "way of research", "method of knowing" and is considered as a separate part of education and training, the sum of which is called music education methods. Music teaching methods are the work methods used by teachers in acquiring knowledge, skills, and abilities of schoolchildren, developing their creative abilities, and forming their worldview. Together with the methods, it is important to take the practical direction of pedagogy by special (optimal) methods and apply them in the music lesson. Music teaching methodology depends on effective use of (optimal) special methods of teaching in music lessons. In the researches of our senior scientists, they have scientifically described the personality of the school teacher and the professional requirements for him, and the attitude of students, and the need to solve them in the process of using a private method. The special method is an encouraging method for clarifying and strengthening the content and subject of the practical and creative work of a subject, for researching the interrelationship between the teacher and the student and in the process of learning divided into types depending on the purpose:

1. The method of musical summarization of the lesson.
 2. The method of "running" to the desired lessons in advance, connecting and returning to the previously passed ones.
 3. The method of emotional dramaturgy of lesson content.
 4. Pedagogical observation of the lesson and evaluation method.
1. The method of musical generalization of the lesson is one of the leading methods, aimed at developing students' ability to perceive music and think artistically:
 - A) the teacher creates a specific task that must be solved in the lesson;
 - B) the teacher and the student solve the problem together.
 - C) final essays are written by students.
 2. "Running forward", that is, it is used to test the student's readiness to learn new material by using previously learned material and relying on previously acquired knowledge.
 3. The moral 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 selected topics are also appropriate and have a beginning and an end. 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 insists on holding concerts, artistic evenings, and meetings in addition to music lessons.

Similarly, there are other types of music teaching methods;

1. Oral methods of teaching music.
2. Exhibition teaching methods.
3. Practical teaching methods.
4. Play methods.
5. Comparison methods.
6. The method of working with blank paints.

1. Play methods of teaching music.

A special demand is placed on the teacher's vocabulary in the music lesson. With his artistic introduction to the work, the teacher introduces the students to the wonderful and magical world of music, and by means of an interesting story or conversation, attracts the attention of the students and achieves an artistic perception of the music. Basically, this method is used more in elementary school.

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

Conversation is an activity in the form of a dialogue between the teacher and students, which encourages students to think independently. Ulami develops speech, strengthens intellectual activity, improves cognitive abilities and expands worldview.

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

2. Visual teaching methods. It is known that music is a rich art consisting of movement, melody and melodic sounds. It can only be heard and perceived through the auditory organs. Demonstration teaching is done using sheet music, posters, pictures, teacher's words, conductor's expressions, dance movements, paints, musical instruments, live and accurate music performance, and technical means. So, live music is the main exhibition in the lesson.

3. Practical teaching methods. By means of practical methods, students are used to develop the skills and abilities of vocal and choral skills, analyzing the structure and means of expression of music, identifying its genres and forms, and learning musical



notation. Practical methods are an important tool in the development of vocal - choral skills.

4. The method gives more positive results 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 play. Musical games used in the class will increase the student's musical education, develop musical ability, strengthen memory and arouse interest in music lessons.

5. Comparison method. In the process of music lessons, the method of contrast, that is, comparison, is widely used. He is a teacher in vocal and choral works, and when comparing the performances of students with gramophone, the analysis of the musical work is widely used to determine the genres. For example, it is used to determine the difference between the tempos of dances, marches, genres, performances on different musical instruments.

6. Music education is a method of learning to paint blanks. With students who have no time to study music, they are divided into differential groups during the lesson and individually (individual) after the lesson. The differential group means that students are divided into three groups depending on their musical ability, learning and voice. The 1st group includes pupils with good musical abilities and sonorous voices. Group 2 includes students with average voice and musical ability, that is, they follow the voice of the teacher, rely on the sound of the instrument, and sing with the voice of their friends. The 3rd group includes students whose voice is not very good and whose musical ability is weak.

Conclusion:

In the course of the music lesson, these students are transferred in the following order: the first row is for those who rely on the teacher's voice to sing; children are held. In this case, the students in the second row listen to the music and try to follow the voice of the teacher and sing beautifully. With this method, even the students can improve their musical education. After school, some children who have no musical education are given tasks, their voices are adjusted, and songs are taught separately. In this way, all students have the same interest in music, singing, passion for listening to music, ability, musical education, and singing skills are formed.



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