

THE IMPORTANCE OF PEDAGOGICAL APPROACHES TO TEACHING MUSIC LITERACY TO UPPERCLASSMEN IN SCHOOLS OF GENERAL SECONDARY EDUCATION

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Annotation: This article analyzes the importance of the use of musical pedagogical technologies in schools of general secondary education and their impact on the quality and effectiveness of Education. Also considered are the impact of technologies on the activities of teachers and existing problems based on practical experience.

Key words: Pedagogical technologies, general secondary education, quality of education, teacher's activity, modern education.

In the 21st century, special attention is paid to reforms in the education system, especially in improving the methodology of teaching subjects in secondary schools. In particular, music education plays an important role in the formation of an aesthetic worldview of students, raising their cultural level and raising them in the spirit of respect for national values. Therefore, teaching music literacy to students of the upper classes, the development of musical thinking and taste in them is becoming an urgent issue. As president of the Republic of Uzbekistan Shavkat Mirziyoyev noted in his speeches on reforms in the field of Education: "Education is the most important sphere that determines the future of the nation. It is necessary to enrich educational processes with modern methods in order to educate our youth as competent, creative-minded and wide-ranging personalities of the worldview in every possible way" (Mirziyoyev, 2020). These opinions reiterate the need to apply innovative and proprietary techniques to music education.

Today, the reforms carried out in the educational system necessitate an increase in the quality and efficiency of teaching each subject. Music, on the other hand, plays an important role in shaping students' aesthetic tastes, enriching their inner world, and increasing their interest in national culture and art. Especially for upperclassmen, music lessons are not only a means of absorbing theoretical knowledge, but also practical skills and cultural values. And the application of modern pedagogical technologies to the educational process requires new approaches to teaching music. Through interactive methods, information and communication technologies, creative and personality-oriented approaches, it is possible to increase students' interest in the lesson, to ensure their activity.

Of particular importance is the role of the teacher in the theoretical foundations of music teaching. The teacher acts not only as a communicator of musical knowledge and skills, but also as a mentor who helps to open up the student's creative potential. The pedagogical skills of the teacher, the ability to find an individual approach with students and the methods of presenting musical material determine the effectiveness of the educational process. At the same time, the use of modern technologies in music education, for example, digital music programs and interactive platforms, makes the teaching process more effective. This makes it possible to enrich the theoretical foundations of musical education with modern requirements.

The theoretical foundations of music teaching also play an important role in determining the content of the educational process. The content of musical education is formed in accordance with the age

characteristics of students, cultural context and educational goals. The content of musical education in Uzbekistan includes national musical heritage, folk creativity and classical music, which serves to develop national self-awareness and aesthetic taste in students. At the same time, the study of global musical culture expands the worldview of students and enriches their musical experience.

Pedagogical technology is understood as a set of teaching methods, tools, processes, built into a system, theoretical and practical, developed to achieve the goal of Education. In other words, it means that the teacher clearly and carefully organizes each of his steps, from planning a lesson to conducting and analyzing it. This approach also shows its effectiveness among the sciences, in particular, in the science of music. The main features of pedagogical technologies are: purposefulness — orientation to a well — defined result in advance; systematicity — the fact that all components are interconnected; repeatability — the possibility of using technology in other classes as well; dimensionality-the presence of the possibility of evaluating results.

The main pedagogical technologies used in music education, the following modern pedagogical technologies are widely used in teaching music:

1. Interactive educational technologies these technologies make students an active participant in the course process. Through methods such as “mental attack”, “fat of thoughts”, “Sinkwein”, “Insert”, “Blitz-survey”, “cluster”, students freely express their opinion, seek answers to questions and learn to work in groups. For example, at the beginning of the lesson through a “mental attack”, “What does music give us?” prompted readers to think.
2. Information and Communication Technology (ICT) Multimedia Tools, audio-video materials, electronic textbooks, virtual piano programs and other tools enliven the participation of students in the lesson. In particular, listening to World musical works, watching videos about composers expands the readers' musical worldview.
3. In order for technologies based on a creative approach to develop the creative thinking of students, it is important to involve them in the composition of music, improvisation, analysis of the text of songs. For example, musical savod skills are strengthened by the task of creating your own song based on a simple melody.
4. Problem education. During the course of the lesson, students are presented with a problem and it requires research, analysis, comparison to solve it. For example, “Why are Circle and rhubarb instruments used a lot in our national tunes?”, the reader begins to learn the basics of our musical culture.

The classification of methods in the music education system of Uzbekistan is carried out taking into account the national musical heritage and modern pedagogical requirements. For example, in folk music and status teaching, traditional methods are widely used, in particular, oral teaching methods based on the master-disciple tradition. At the same time, systematic exercises and explanatory techniques on musical theory and instruments are used in music schools and secondary schools. Modern educational trends, such as the use of digital music applications and interactive platforms, are ensuring the introduction of innovative techniques in music education. President Shavkat Mirziyoyev's instructions to “introduce modern educational methods that encourage young people to think creatively” (Mirziyoyev, 2021) emphasize the need to improve these techniques and apply them taking into account national characteristics.

The advantages of modern methods are their flexibility and compliance with the personal needs of students. For example, group improvisation classes develop students' creative thinking and increase interest in music. At the same time, there are also limitations of modern methods. These methods require a higher skill and creative approach from the teacher, since classes will depend on student activity rather than strictly following a pre-prepared plan. In addition, modern methods can be difficult to apply in traditional educational systems, such as strict lesson schedules or institutions with limited resources. A combination of traditional and modern methods. The most effective approach in music education is often achieved by harmonizing traditional and modern techniques. For example, traditional techniques are used to teach note literacy in Uzbek music schools, but folk music to classes.

Group Education, on the other hand, emphasizes the social and collective aspects of musical education. This technique allows students to perform together, learn from each other, and interact in a musical environment. For example, choir, orchestra, or small ensemble classes are a vivid example of group learning. From a scientific point of view, Group Education is important in developing students' social skills, sense of responsibility and musical listening skills. Group work teaches students to adapt to the rhythm, intonation and dynamics of other performers, which increases their musical sensitivity. For example, when a student plays a violin in a group, he must take into account not only his party, but also the sound of other instruments, which expands his musical perception.

Teaching music literacy to upperclassmen in secondary schools today assumes the active use of modern approaches, pedagogical technologies and innovative techniques. During the study, it was found that the use of interactive methods and information and communication technologies that stimulate the activity, interest and independent thinking skills of students in the formation of music literacy, and not limited to traditional methods, gives high results. Interactive methods are a tool that makes the student an active participant in the course process, develops his musical thinking and brings his creative potential to the surface. In particular, styles such as "mental attack", "cluster of thoughts", "role-playing games" enliven the lessons of the music basket, enriching the reader's perception of science.

Also, information technology – the use of multimedia tools, interactive programs and online platforms-will enrich the course process through visual and auditory, serve to strengthen knowledge, form musical hearing and analysis skills. Experiments have shown that effective use of ICT tools in music science significantly increases student activity and productivity. On this basis, the following conclusions were drawn: the effectiveness of music basket lessons depends on the methodological approach of the teacher, how efficiently he uses interactive and technological tools; when working with upperclassmen, it is necessary to organize classes taking into account their age characteristics and interests; each music lesson should be in the student formulating not only knowledge, but also aesthetic pleasure, musical taste and creative thinking. In general, the consistent implementation of modern pedagogical technologies in music education is educational.

In conclusion, modern technologies are of great importance in music education as a means of enriching and improving the educational process. They are used in a wide range, from learning musical theory to composing and distance learning. However, the effectiveness of technologies depends on the teacher's ability to integrate them correctly and adapt them to the needs of students.

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