

## Modern Technologies and Methods of Music Education



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**ABSTRACT:** This article discusses the modern technologies and methods of music education. It is important to note that the use of innovative technologies in the development of musical skills should focus on the individual characteristics of students, the specifics of the field of music education, the content of educational tasks and exercises. The article also discusses how teachers can use information technology to organize and manage the learning process using computer technology.

**KEYWORDS:** modern technologies, modern methods, variety of auditory aids, artistic music, musical-auditory, imagination, vocal-instrumental performance, emotions, rhythmic harmony, timbre, dynamic unity.

### INTRODUCTION

The social activity of members of society is determined by their scientific potential and scientific outlook. The economic, political, social and cultural development of developed countries today is closely linked with the development of science. The national model of training identifies tasks such as the development of fundamental and applied research on the nature and society of science, the creation of infrastructure to provide scientific support for the training of highly qualified personnel, the organization of integration of science in the world.

The use of pedagogical technologies in music education, to increase its effectiveness, is therefore important, because they take seriously the need to act independently according to the characteristics of age, to find their place in society and to determine their life purpose.

In such a system of urgent tasks, the issue of teaching the younger generation to use pedagogical technologies is of particular importance. Because the reforms in the field of education are aimed not only at training qualified personnel, but also at developing the scientific potential of civil society.

### THE MAIN FINDINGS AND RESULTS

The concept of innovation is now widely used. The word innovation is an English word meaning “innovative”, which is defined as changing the internal structure of a system. Innovation is an important part of practice and theory, a system of action of social actors aimed at improving the quality of the socio-cultural object.

Innovations are relevant, important, and innovative approaches that are shaped in a system. They are based on initiatives and innovations and are promising for the development of educational content.

It also has a positive impact on the development of the education system as a whole. Innovation is the end result of a technology, form, or method in a particular field of activity or production, a new approach to solving a problem, or the application of a new technological process that is known to lead to greater success than ever before.

Like all sciences, music has a special place in the formation of a person as a full-fledged person. Music is one of the components of a person’s spiritual well-being. The stronger influence of the art of music on the younger generation requires not only an active and deep understanding of it, but also the formation and development of vocal singing activities that students learn in the classroom in this art. Therefore, from the point of view of music pedagogy, it is expedient to teach the essence of “music” lessons in secondary schools on the basis of good pedagogical technology. Because one of the most important goals of today’s music education is to cultivate theoretical and practical knowledge, creative and talented young people. It is important to pay more attention to solfeggio in music lessons in order to develop the above knowledge and skills in students. This activity not only develops students’ ability to read music, but also develops their ability to listen to music, which is the most important thing for them. This will help them to easily master a number of other activities in their studies, such as vocal choir, group singing, music theory and listening to music. The essence of our topic is that so far all types of musical activities are used in the teaching process to the extent possible. In order to be more productive as a music class, more time is spent on solfeggio during the lesson. Emphasizing the role of youth in independent Uzbekistan, President of the Republic of Uzbekistan IA Karimov said, “The Uzbek name, Uzbek science and culture, in a word, the great potential of our people, Hundreds of great people from our country have

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shown selflessness in demonstrating to the world their ability to work. There are many such people in our country, and their ranks will continue to grow”, he said. Therefore, comprehensive training of future personnel - a characteristic feature of pedagogical, technical-technological, professional education is the study of innovations on the basis of their practice, the pursuit of knowledge, the improvement of skills, qualifications, skills, to address important issues of production and society. Based on the above considerations, taking into account the current relevance of the topic, the basis for the selection of the topic of the research was “Technology and methods of music education”.

While musical abilities develop as a whole process, we can still look at how each part is formed in sequence or by the example of a particular piece of music.

It is helpful to instill in children a sense of division into musical periods, to move under music, to encourage children to play musical instruments, and to accompany songs and plays with music (for example, rhythmic pauses, or to mark their beginnings with specific sentences). Listening plays are recommended for students to work with the teacher on basic expressions, music, and melody. Carrying out and shaping the work to strengthen the sense of feeling in the development of their semantic expression (repetition, variation, sharp difference) when performing and listening to the work. To form an impression of the expressive content of intonation, its main place in the musical “statement”.

Formation of consciousness, thinking about the expression of impressions about intonation in a musical thought (for example, the performance of variations on a melody based on a familiar song on ordinary musical instruments). Forming a musical image, the representation of life through musical means (for example, in folk songs - comedies).

Thus, the sequence of formation of musical abilities described above can be used as a basis for the following conclusions:

-the sequence described above allows the formation of a clear logical connection. This connection provides the basic requirements for maintaining the mandatory stages of music performance;

- improves the creative musical skills of future music teachers;

-allows the use of modern computers during music playback;

In order to maximize the performance skills of future music teachers, we need to address the issue in a way that is focused and relevant to the school as a whole.

Music lessons in secondary schools are aimed at preparing a listener who loves music, feels the depth of thoughtful ideas, experiences the best examples of folk, modern and classical works, and feels emotions. Therefore, the main task of music education of students is to develop their musical understanding.

Sometimes, while preparing to listen to a song performed by high school students, in addition to the one- or two-sentence information provided about the work, students should focus on ways to gain a deeper understanding of the musical image. For example, the song “Pakhtaoy” (V-grade) composed to the music of F. Nazarov. It is helpful to ask students questions or assignments before listening. Examples like these help to listen attentively to the work as a whole, to encourage students to work independently, to compose music, and to explore it.

Another step is to show the song. Its task is to create an atmosphere specific to the work being listened to. In the process of listening to music, children need to be taught to imagine, respond emotionally, think figuratively, and think clearly. Singing is a responsible act. The main requirement here is to present the work that students need to learn in an artist-like, emotional, expressive way. The performance should help the students to develop an artistic impression, a desire to show one of the variations of the work, a desire to imitate certain performances.

There are many different ways to perform a song. The first is that the teacher sings. This is the most effective way to keep children interested in music. The teacher carefully prepares for the song performance: memorizes the song, selects the verses for the first performance, and identifies ways to explain the musical content of the song. The teacher should also pay attention to the sound of his/her voice.

In general, different aspects of the analysis focus on the study of singing, but also show how well students listen to music, how well they understand it, and how they can apply it in their answers. The birds come with different preparations, so their musical impressions are also varied. They sing songs they saw in kindergarten, on the radio, in adulthood.

The tasks of the methodology include music lessons in addition to music lessons, extracurricular and extracurricular activities, clubs, holidays, and entertainment nights. The methodology of music education requires the study of literature and fine arts, which are close to the science of music, in connection with history. This is an important tool for the effective implementation of all aspects of student education.

The concept of teaching method is much more complex. Therefore, in pedagogy, the debate over its increasingly clear interpretation is still ongoing. However, despite the different definitions of didactics given to this concept, it is possible to note some commonality that brings their views closer. Many authors tend to think of teaching as a way to organize students’ learning activities. Knowing this rule as a starting point, we will try to look at this concept in more detail and come to a scientific definition of it. The word method in Greek means research, a way to achieve a goal. The etymology (origin) of the word is also reflected in its interpretation as a scientific category. “Method - in the most general sense - a way to achieve a goal, a certainly regulated activity”. Apparently, this is also a combination of the teacher’s teaching work and the active learning activities of the students he

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organizes. From this it can be concluded that teaching methods should be understood as the teacher's teaching work on solving various didactic tasks aimed at mastering the studied material and methods of organizing students' learning activities.

The modern educator uses a variety of auditory aids in the study of artistic music. The development of musical-auditory imagination, which is necessary for understanding music, takes place not only when listening to it, but also in the vocal-instrumental performance of students. When children try to convey their emotions, the intonation becomes more expressive, rhythmic harmony, timbre, and dynamic unity emerge.

Developing an interest in music should begin at an early age. In a late-onset process, negative attitudes toward serious music can develop, and overcoming these attitudes can be challenging for the teacher. The more often children listen to the works of different composers, the more they will be interested in their work and will be able to distinguish their work from others.

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Another way to get acquainted with a new work is to have students who can sing well perform it. In this case, the teacher prepares their presentation in advance. Many teachers use grammar (solo or children's choir). This method can be used, but it would be better if the grammar was listened to by the teacher. This allows children to independently compare the features of a performance, to choose a performance they like, in a word, to analyze in depth what they have heard (for example, to identify similarities and differences in performances).

There is another way to introduce students to a new song, which is to follow the melody and words based on the notes as they perform. This style gives good results in demonstrating two- and three-tone melodies. Sometimes this method is used in the process of working with young people (classes). The graphic notation of the melody is used as a visual aid.

In general, different aspects of the analysis focus on the study of singing, but also show how well students listen to music, how well they understand it, and how they can apply it in their answers. The birds come with different preparations, so their musical impressions are also varied. They sing songs they saw in kindergarten, on the radio, in adulthood. In many cases, these works are hilarious, lively, and captivating with their music and poetry. Children's musical interests are not stable. This is due to the imitation of rapidly changing adults. Therefore, the teacher has a great responsibility to teach his/her students to focus on the impressions they have independently.

However, understanding different types of music can be difficult for a child. To understand music well, you need to understand the properties of sound and sound units, how they change, and the thoughts and feelings in music. The difficulty in understanding music is that the language of music of different composers has its own characteristics (individual, national, historical). These are the qualities that children need to be able to distinguish.

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Targeted development of high-pitched hearing does not provide understanding of music. Sound compatibility can be distinguished by pitch, duration, timbre, dynamics, and reading on paper, but it doesn't feel like anything.

The best educators develop children's musical skills by teaching them not only to listen to music, but also to perceive it emotionally, to develop meaningful experiences, and to perform them expressively.

The use of advanced pedagogical technologies in the teaching of music culture, first of all, increases the interest of students in the lessons, encourages independent thinking, develops cognitive skills, as well as updates the content of education. In continuing music education, it is necessary to correctly define the criteria for performance skills and musical theoretical requirements, given that there are colleges in the field of music after BMSM, higher music or music-pedagogical education and their master's degree. Otherwise, as is the case today, both music colleges and higher education institutions will admit people who have no basic musical training and will have to start from scratch.

Honestly, there are many teachers of music in secondary schools, colleges and universities in our country, who try to teach in accordance with modern requirements, but, unfortunately, the situation is not the same in all schools. Now, if we think about the problems encountered in the transition to modern lessons, we can include the following problems:

- Improving the material and technical base of secondary schools in the country.
- Bringing musical literature to the required level.

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- Provide schools with national instruments.
- The school has its own phonetics.
- Provision of specialists at the level of demand.
- Compliance of the existing specialization with the requirements of the STS
- Installation of musical instruments
- Effective use of new innovative technologies by music teachers to solve problems.

The role of innovative technologies in the educational process is invaluable and helps to ensure the quality and efficiency of the educational process. However, the lack of technical equipment in general secondary schools, the lack of methodological training of teachers in this area indicates the insufficient use of innovative technologies in the teaching of science.

## CONCLUSION

In conclusion, in the didactic process of increasing the effectiveness of music education with the help of innovative technologies, extensive use of information resources: textbooks, textbooks, e-textbooks, electronic presentations, audio and video products with audio and video discs. Improving the effectiveness of music education through innovative technologies. The appropriate and effective use of innovative technologies in the organization of the process of music education has a positive impact on increasing students' interest in science and knowledge. By increasing the effectiveness of music education through innovative technologies, teachers should be able to provide and organize modern, scientific information to students through the use of innovative technologies in the music pedagogical process.

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