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Zilola A'zamovna Zakirova

Termez State University

Lecturer, The department of "Methods of Music and Art"

[zakirova@tersu.uz](mailto:zakirova@tersu.uz)

## SCIENTIFIC BASIS FOR INTRODUCING PEDAGOGICAL TECHNOLOGIES IN MUSIC EDUCATION

**Abstract:** This article describes how to improve the effectiveness of music education through the use of pedagogical technologies and the use of interactive methods.

**Key words:** National Program for Music, Pedagogy, Technology, Staffing, Music Lesson, Teaching Methods, Theory, Innovation, Education.

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### Introduction

Ensuring the development and prospects of the Republic of Uzbekistan depends on changes in the economic, social, political and cultural spheres, with a high level of general and special knowledge, intellectual and intellectual knowledge from professional people to actively participate in such changes. There is a need for the potential, the broad outlook, and the skills to use information communication skillfully. Building on these requirements is one of the most important tasks of our time.

As the First President of the Republic of Uzbekistan noted: "The achievement of our ambitious goals and objectives today, the renewal of our society, the progress and prospects of our lives and our plans, all of which, above all, meet the modern requirements. We all realize that the problem of training highly qualified and competent specialists is closely related to the problem" [1, p.4].

### The main results and findings

That is why in the first stage of the implementation of the goals and objectives of the National Program for Personnel Training, it is stated that "Training of pedagogical and scientific-pedagogical personnel and organization of their training in accordance with modern requirements".

In the second phase, the technical and information base of educational institutions will be strengthened. In this sense, the implementation of advanced educational technologies is also important. That is why one of the most important requirements of today is to improve the professional skills of teachers and to organize the process of training of teachers according to the technological approach [2, p.14].

Technological approach to education is one of the factors that actively influence the pedagogical process and determine its effectiveness, integrity and success.

To focus on future teachers of higher education, including music teachers, on how to become proficient masters of their profession, with the professional training in accordance with modern requirements and one of the most important tasks facing the human resources training system [3, p.34].

The more educated and well-educated the teacher, the more he will be able to use the modern pedagogical technology to educate the future generation as well. Preparation of future music teachers for pedagogical activity in higher pedagogical education and music disciplines - methods of teaching music, theory and analysis of music, knowledge and skills from choral and choral, conductor, solfeggio, and, most importantly, their chosen profession. plays an important role. It should

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also be noted that students studying music education differ in their attitudes, knowledge, qualifications, and vocational training. They can be divided into three categories [4, p.51]:

1. Students who have a basic knowledge of music and who are passionate about their profession and who are eager to gain the knowledge, skills and abilities needed to fulfill their dream of becoming a future teacher.;

2. Students who have talent and ability in music but are not interested in all subjects and do not feel that they are needed in their future activities. They are not able to master various aspects of pedagogical activity.

3. Students of this category are forced to enter the university against their will, which will affect their education. They do not pursue a career in the field of pedagogy.

This activity will be effective and expedient only if future teachers' training for innovative activities is combined with their preparation for pedagogical activity. The integration of disciplines in music education is such that each subject in turn, second, third, and so forth. requires the acquisition of all necessary musical skills, including all theoretical, practical - theoretical knowledge [2, p.42]. Examples of music theory (solo instruments), solfeggio, (musical reading) analysis of musical compositions, vocal singing, theoretic literacy, conductor, choral arrangement, analysis of works for mastering musical skills on musical instruments. certain knowledge resources are required. Therefore, each teacher should prepare students for pedagogical technology based on the specifics of the subject they teach. Monitoring and analysis of current affairs in higher education shows that most professors and teachers working in the field of music education have nothing to do with preparing students for technological work. . This work is considered to be the work of the teachers of "Pedagogy" or "Theory and Methods of Music Teaching", or ignore it at all. The reason for this is that the professors and teachers are not prepared for this activity, and the second is that they do not understand the importance of preparing future teachers for technological activities.

Expected results can only be achieved if the training of future music teachers is organized in a holistic system of teaching all disciplines, not a single subject. That is, such subjects as choral and choral music, conductor, vocal performance, instrumental music, music history, music analysis, music teaching methods (these are important subjects for future musical teaching activities). In the process of training, vocational training and preparation for the technological process are inextricably linked, and each of the activities (lessons) will be followed by a progressive teacher-training process for future teachers. It can only be effective as a whole system [5, p.37]

Pedagogical practice is particularly important in preparing future teachers for a technological approach in the learning process. At the present time, students are taught at every level of music education. 2 weeks in the first year, 4 weeks in 2-3 courses, and 14 weeks in the fourth year are an important period in their preparation. If, in the process, students do not focus on pedagogical technological training, the problem arises, as we have already mentioned. Because of the practical work, the use of pedagogical technologies during the student years, and the skills to apply and apply them in the classroom, are more convenient, effective, and more modern [4, p.46].

In pedagogical practices, students identify deficiencies and work to correct them, which, in turn, acts as a "general rehearsal before a big concert." In the process, they are free to test themselves, to see if they are able to carry out their pedagogical activities with advanced pedagogical technology. At the same time, students can only see and experience the various, challenging, and creative aspects of the teaching profession during their pedagogical practice [6, p. 53].

Our observations show that in the well-organized pedagogical practice, the professional formation of future teachers is more active. Because of the constant feedback from the best, most experienced teachers, they can help them to observe, learn, acquire and master the best practices.

One of the most important skills that every teacher should possess today is the ability to organize and deliver lessons using pedagogical technology. This skill is more complex in its composition [7, p.68]. For this:

In order to prepare students for innovative activities and develop skills and abilities, it is necessary to use them effectively in educational activities, to achieve students' ability to apply pedagogical technologies in each subject. Examples include "Student Training", "I'm Conductor", "Cluster", Conducting Classes, "Brainstorming", "Scarabey", "Argument", "Dialogue", "Group Discussion" in conducting Music Theory. "Working in small groups," "Individual work", "Differentiation", "Multimedia technology", "Concert lesson", "Problems in teaching music history". ", " Quiz ", " Question - Answer ", " Live music ", " Journey ", " Tutorials ", and students preparing for such activities.

Technological preparation of students for pedagogical activity is very important for the student to use the theoretical, psychological and pedagogical and theoretical knowledge in practical, theoretical, pedagogical and methodological knowledge acquired during the course of training are highly dependent [5, p.54].

Exercise is a learning process that enhances learning. Exercises are specific in every subject, including music lessons. For example, measuring tone, tempo, character, genre in music listening

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activities, defining intervals and chords in music literacy activities, setting up intervals, determining dynamic tones, theoretical analysis, and composing the use of vocal exercises (vocal and chorus) in the collective singing process. Exercises, pure intonation, work on diction, singing major and minor triangles, silent singing, etc. [6, p.38].

It is natural that each subject has its own specifics. Music education has its own unique features. This is reflected in its organizational structure and practical performance. Therefore, advanced pedagogical technologies can be used effectively in each activity of the lesson. Different types of activities, such as lectures, stories, explanations, demonstrations, demonstrations, listening, interviews, questions and answers, and team-based voice tuning exercises, are all relevant to the context. , technologies can be introduced to the benefit of teachers and students. This is where the music teacher is also featured. To love music, to have a passionate and enthusiastic classroom, to develop skills in art, directorship, playwriting, to love children, to strive for their musical abilities and interests, good singing and playing skills [3, p.58]. This is because even the characteristics mentioned by the teacher can serve as a technological example for the students in the lesson.

If the teacher doesn't have the same characteristics, then any pedagogical technology would be dry, meaningless and interesting, and ineffective. It is clear that any form, model, or type of education does not produce the expected result without the pedagogical skills, knowledge, skills and artistry of the teacher [7, p.47].

### Discussion

As you know, a music teacher is responsible for the educational work. In educating students through music, it is important for a teacher to have good music skills, to have a good voice, to read well, to use various tools, and to improve students' abilities. In a classroom with live performance (playing instruments, singing), students have a special effect on their mood and improve their moods [5, p.44].

In addition to this, a music teacher should follow the lessons. Through constant observation, the teacher improves his teaching skills. He/she teaches students to assess the situation, to sense their innermost feelings, interests and abilities. The follow-up will last from the first grade to the seventh grade. It also explores the effectiveness, convenience and convenience of children with the methods, forms and pedagogical technologies used [2, p.84].

The unique structure of music education, its practical performance, as well as the methods of teaching, the factors that support their effectiveness, the analysis of tools and their general creative and positive aspects of music education. different types of products. These are pedagogical technologies, both in

terms of their purpose and function, and their effectiveness in the use of music. Such classes encourage students to have a good mood, enthusiasm, and a high spirit and aspiration. Among them are the following technological lessons commonly used by leading, initiative teachers:concert lessons;

- ❖ quiz lessons;
- ❖ interview lessons;
- ❖ competition lessons;
- ❖ orientation lessons;
- ❖ classes around the table;
- ❖ self - lessons for self-awareness;
- ❖ think - search;
- ❖ find melody;
- ❖ protection lessons;
- ❖ lessons of cheerfulness and intelligence;
- ❖ discussion - discussion lessons;
- ❖ my conductor lessons;
- ❖ competition lessons, etc. [8]

Each of these lessons has its own structure, function, purpose and methodological basis. In the elementary grades, students are more active when they play music lessons (playing songs, playing games, dancing and playing music). This also proves that music education by its very nature has the potential to use new - new and modern interactive methods - and more importantly, a music teacher. It is crucial to choose and apply knowledge, skills, experience and technology, in terms of what kind of activities you take, given the pedagogical conditions and the interests and abilities of your students [4, p.52].

For example, concert classes help students to develop a stage culture, to show themselves in public, to show themselves good, to develop themselves as artists, to take quizzes with students' ingenuity, diligence, quick thinking and remembering. retention skills and discussion skills also have a positive impact on students' independent thinking, responsiveness, positive attitudes towards topics and issues, and deepen their speeches.

In the lesson of cheerfulness and intelligence, students demonstrate their mastery, ingenuity, vigilance, and aspirations.

The analysis focuses on a comprehensive analysis of music literacy, music listening, and songwriting, in which theoretical literacy skills of students play an important role [7, p.36].

### Conclusion

Game classes can be held in many different ways. For example, when playing musical instruments, students are given cards with different instruments of music. A teacher listens to music played on a national musical instrument by a tape recorder. Students, in turn, show how the musical instrument is played by the cards in their hands. The most active and talented students are evaluated and encouraged. Classes such as quizzes, concerts, debates, music, etc. are based on the students'

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theoretical and practical skills. Lessons - travel to creative communities, various cultural and educational events, or in the form of music tours to cities or cities with the help of video tapes [3, p.47].

The following are the most common types of music lessons, depending on their organizational structure and form:

1. Organizational lessons;
2. Mixed lessons;

3. Dominant (any type of activity in the class is more important than singing, listening to music, music literacy, or other creative work);

4. Checking lessons;
5. General lessons;
6. Interview lessons;
7. Protection classes;
8. Closing lessons.

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