

IMPROVING THE METHODOLOGY OF USING INFORMATION TECHNOLOGY IN PRIMARY SCHOOL MUSIC LESSONS

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ABSTRACT

The formation of a well-rounded personality is inconceivable without the foundations of culture, including music. The musical culture of children of primary school age can be developed on the condition of purposeful, systematic and systematic organization of educational work. An elementary school teacher “knows how important it is to organize educational activities in a fun and colorful way outside of school and school hours. This article is intended for music teachers. This article discusses the ways to improve the use of information technology in primary school music lessons.

KEYWORDS: *Music Education, Art, Elementary School, Lessons, Information Technology, Methodology.*

INTRODUCTION

The arrival of a child in primary school is a change in daily life, a change in psychology due to the need to take a responsible approach to the learning process in school, a change in the moral and educational environment as the child continues to study. Music accompanies the child every minute, but the flow of musical information is often not controlled and carried out by him. Music bypasses the mind and directly affects unconscious and unconscious processes, affecting the psyche and somatics of the child. It is impossible not to dwell on an issue such as the specifics of the musical work of professionals and primary school teachers with younger students. If specialist teachers have a large professional musical knowledge that allows them to thoroughly solve the problems of music pedagogy in primary school, then primary school teachers should have a deep professional knowledge of the psychology of the young student, they need to understand his or her individual positive and negative personality. Features, the ability to organize the pedagogical process in such a way that the negative aspects are flattened, and the positive aspects are strengthened. The symbiosis of musical and pedagogical professional skills can yield remarkable results in the field of music education.

Most primary school teachers are not art professionals. Their role in the aesthetic development of students is to create an evolving artistic environment, including music. Therefore, for the future teacher to master the basics of domestic and foreign music culture, various genres and directions of music, the accumulated experience of centuries-old traditions of musical education of children, the style and methods of working with them. Extremely important. Children in the

learning process. The textbook for the course "Theory and Methods of Music Education" is designed to prepare students majoring in 031200 - "Pedagogy and Methodology of Primary Education" of the Faculty of Pedagogy. In the field of artistic and aesthetic education of children through music, a number of directions in modern pedagogy have been identified and are actively developing. Music education is seen as a professional activity (music is the goal of the learning process and the child works as a tool); a means of general and comprehensive development of the individual (the purpose of the educational process - the child); a way to increase creative activity; conditions for the emotional development of children. In recent years, music has been seen as a means of aesthetic therapy (a child's harmony occurs under the influence of functional music) because it can perform therapeutic functions, restoring a child's energy balance.

An elementary school teacher can master the basics of music pedagogy aimed at harmonizing the child's personality in the process of music development. The activities of an elementary school teacher in the field of music education should be focused on the overall development of children through music.

The textbook considers the need to expand the musical outlook of future primary school teachers, to improve the music culture. However, the inclusion of such material in the manual is made taking into account the content of music lessons in primary school. Singing plays an important role in the development of music culture. Sound is the only unique musical instrument given to man by nature. Having this instrument is a testament to the level of musical culture. Knowledge of vocal and choral skills, mastery of one's own voice, and the future teacher's ability to work with a child's voice will be the foundation for him or her to develop, maintain, and improve a child's speech voice.

These speeches, demonstrations and exercises, which are the main elements of pedagogical technology, can be analyzed as three components of the technological process. In the process of music lessons, they are manifested as a large-scale activity, in which the great potential of music lessons on the basis of activities is important. The problem of activating the musical and moral education of young school students raises the question of finding and finding optimal approaches to the development of different tendencies of children. The growing interest and attention to the issues of children's moral culture is evident in the expansion of the sphere of influence of morality. Morality, which ceased to be a science of beauty in art and life, today covers all spheres of life, not as an external decoration, but as its essence, an integral part of its internal content. Of course, art is the essence of man, his life. and as a field of activity, as the field of the most complete expression, beauty remains the most important object of morality and, accordingly, the expansion of the role of art in primary school.

An interest in music, a passion for music, a love for it is a necessary condition for it to reveal its beauty to children, to fulfill its educational function, to serve the formation of its spiritual culture. The music program for the secondary school serves as a shining example of how a teacher should instill in students a sense of patriotism, national pride and internationalism, courage and heroism for the sake of the country's development, using specific thematic materials in the classroom. Music lessons activate cognitive and mental activity. Children learn a lot by listening carefully to the work. However, they perceive only its most general features, its brightest images. At the same time, if the child is given tasks, emotional sensitivity does not lose its importance: listening, differentiating, comparing, highlighting expressive means. These

mental actions enrich and expand the scope of the child's feelings and experiences, giving them meaning. The harmony of musical and moral upbringing is considered only when all types of musical activities specific to the primary school age are used, activating all the creative potential of the growing individual. At the same time, the special sensitivity of children should not be abused by complicating pedagogical tasks."

In addition, the main problem of music education pedagogy, which is relevant at different stages of its development, is how to engage and engage schoolchildren in music, teaching students to understand and feel music. Methods. They are an integral part of their lives. a man - made world event. Special methods of music education: the method of observing music, the method of persuading music not to force it, the method of entertaining not to entertain, the method of improvisation, the method of empathy, methods of musical generalization. running forward and going back in time, thinking about music, emotional drama, a method of developing stylistic discrimination in adolescents, a method of musical conversation, a method of understanding music in a style and modeling and comparing the artistic and creative process; the method of creating an artistic context, the method of creating compositions, the method of emotional dramaturgy, the method of "running forward" and "returning" to material already covered, the method of thinking, the method of thinking about music, the method of musical generalization.

In conclusion, it justifies the superiority of integrated teaching methods, which are a unique combination of general pedagogical and special methods of music education and upbringing. Their uniqueness lies in the urgent vital need for the human person, the natural human need for creativity and communication, for the purpose of satisfying this need of art, ideological, spiritual, moral, emotional impact determined. The technological approach to education is one of the factors that actively influences the pedagogical process and determines its effectiveness, integrity and success.

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