

## **PREPARATION AND PEDAGOGICAL APPROACH TO MUSIC LESSONS**

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**Annotation:** This article discusses the organization of preparatory work for music lessons and the pedagogical approach to the music lesson process. Also, opinions about the technologies of the pedagogical approach in music education were expressed.

**Key words:** Music education, piano, pedagogical approach, educational system, culture.

**Introduction.** A music teacher should be highly cultured, unfailingly devoted to his profession, possess advanced pedagogical thinking. He must have the ability of continuous professional and cultural development. He should have deep knowledge and skills in pedagogy, psychology, music teaching methodology, aesthetic theory, especially music teaching. In particular, it should embody the qualities of playing instruments, singing, and music theory to the extent necessary for a music teacher's specialty.

A music teacher should be a master of pedagogic communication and have the ability to effectively use the methods of pedagogical influence in any situation. Today's music teacher should be a scientific thinker, a seeker of advanced experiences and a creative person, and strive to discover new forms and methods of music education. It is necessary to connect and enrich the content of music education with the content of other subjects and everyday life. The experience of inquisitive, creative teachers and the new methods they discovered are the main support and source of inspiration for the continuous development of music education. A music teacher as an art intellectual is the captain of musical educational work in the school. A music teacher should prepare for music culture lessons in accordance with the following requirements:

- Each lesson should be carefully planned and aimed at achieving a certain goal.
- Each lesson should be related to students' life experience and practice.
- Each lesson should be conducted using different methods and tools.
- He should make good use of every minute allocated to the lesson.
- It is necessary to use visual aids, handouts, technical tools and computers related to the content of educational materials in the lesson.

The success of each music lesson largely depends on the teacher's proper organization of the lesson. The musical works used in the preparation of lessons should be suitable for children's taste, age, interest, vocal range and thinking abilities. Along with raising signs of mutual respect and friendship among students, it also educates feelings such as enjoyment of music and cultural nourishment. At the same time, the teacher's simple and vocal performance style has a special place.

It can be seen that the above goals and tasks increase the effectiveness of the one-hour lesson and form the interest, knowledge and skills of the students in the music lesson, improve their thinking ability and activity. While music lessons cover students in a general way, it is necessary to take into account the individual characteristics of each student and the level of mastery of the subject. Each lesson uses pedagogy and information technologies based on the content of the subject. In this case, the teacher's appearance and speech culture depend on how he conveys the content of the subject to the students. In order for the teacher to attract the class to himself and understand the new topic, his live performance, voice, mimicry, demonstration tools, handouts, and technical

tools can help. Of course, the teacher must prove his opinion with evidence, whether it is about a piece of music or his musical literacy. In order to influence the music students, the teacher goes to the field as an organizer.

He draws students' attention to every little thing, and begins to teach them to think and answer questions. In music lessons, students are cheerful, more playful, active. Taking this into account, the teacher should frequently change the lesson activities without exhausting them, should not neglect their attention, control them and teach them to perceive music with various questions and movements. Such relationships educate students in self-confidence, responsibility and cooperation. In the middle classes, the music teacher should be a friend to the students and introduce the tasks given to them with wisdom, confidence, and responsibility.

In order for the students to gain more attention, to actively participate in the lesson, to be able to think independently, the teacher observes them, attracts them to clubs, participates in various activities with them, and goes to the theaters. Communicating with family also gives good results. Music pedagogical activity requires skills from every teacher. Any music teacher wants this, but in order to achieve this, the teacher must have a good knowledge of the methodology of the subject he/she is studying, have a working experience and pay close attention to the technique.

In order to work successfully, every music teacher must have musical pedagogical skills. The owner of musical pedagogic skills achieves great results with little effort. Creativity will always be his partner. Pedagogical skill can be acquired only by a person who is capable and talented in pedagogical work.

Therefore, a music teacher must acquire research skills first. A music teacher collects and analyzes factors while conducting scientific research. He draws conclusions based on them. In the process of using the conclusions of music science in his practical work, he acquires these important qualities necessary for a modern teacher.

The lesson is the main form of education in the educational process. The lesson should meet some general requirements to a certain extent to satisfy both students and teachers. The lesson should have its place in the subject calendar program, the purpose should be clearly defined. It is necessary to define separately the knowledge, talent and skills that should be formed during the course of the lesson. At the same time, it is advisable to determine the level of knowledge, talent and skills that will be achieved during this lesson. It is advisable to define in advance the set of methods and tools used in the lesson. Another didactic requirement for the lesson is that the teaching material should be systematically presented from easy to difficult, from simple to complex, taking into account the age characteristics of the students. Organizational requirements for the lesson:

Based on the planning of the topic (calendar), there should be a clearly developed plan for the lesson, the lesson should start and end on time. It is necessary to ensure the logical consistency and completeness of the lesson and the conscious discipline of the students from the beginning to the end of the lesson. In the organization of the lesson, the use of various regional means, educational and technical and visual aids is envisaged. Lessons have very different structural structures, and it is impossible to plan lessons in the form of a once-permanent view and conduct them on the basis of a fixed pattern that does not change. Among the above-mentioned factors, the structural structure of the lesson is greatly influenced by the actual conditions of working in this class, as well as the creative nature of the teacher's work. Each lesson is different from other lessons, even when they are conducted in equal, side-by-side classes on one subject, one subject, according to its own characteristics. You can always see the teacher's special "pedagogical

approach" in the lesson. For example: a combined lesson is organized in the following form: organizational work, checking the completion of homework assigned to students. Asking students about the learned material, explaining the new material by the teacher, strengthening the learned material, giving home assignments and tasks. The success of the lesson and its results depend not only on the preparation of the teacher, but also on the preparation of the students. Unfortunately, many teachers do not pay enough attention to this issue in their practical work. The teacher should coordinate the demands of the students in the lessons with showing respect, intelligence, pedagogical status, and respect for the children. The form of the teacher's address to the students in the lesson is not without difference. It is more appropriate to call students by their first names. Demanding to show his identity as a pedagogue does not negate the reflection of his feelings by the teacher in necessary situations: he is not only intelligent and kind, cheerful, alert, cheerful, but also serious, sad and disaffected in classes. It should also be in shape. Pedagogical optimism of the teacher, confidence in his attitude towards the students, organization of educational activities in various forms of the district, organization of their cooperation in the lesson, honest evaluation of the work of the students, readiness to provide them with the necessary support - all this will have great didactic and educational value, will form collective work skills and positive moral qualities in students.

## **CONCLUSION**

In the current period, it is extremely necessary to search for effective forms and methods of preparing the young generation, who are our future, for life based on the latest achievements of science and culture. According to the decree of the President of the Republic of Uzbekistan on the further improvement and efficiency of the "Spirituality and Enlightenment" public center, the development of high moral qualities in society, the formation of national ideology, and the development of rich cultural education in the spirit of loyalty to our heritage, historical traditions, universal human values, love for the motherland, and the ideas of independence is the decisive factor of all the reforms implemented in our country.

With the honor of independence, important social and political changes took place in the Republic of Uzbekistan in the following years. In particular, the law on education was adopted and a nine-year general secondary education system was introduced. Based on the principles of democratization of education, individualization, consideration of regional characteristics, a new teaching concept was developed for all academic subjects, including music lessons. These circumstances were also reflected in the reworked programs from the point of view of the priority of national music.

It is necessary to structure the aesthetic education of students during the years and at different stages. The form, purpose, content, pedagogical specificity, as well as work plans should be differentiated according to the age and capabilities of children, taking into account the logic of science.

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