

THE USE OF PEDAGOGICAL TECHNOLOGIES IN THE LESSONS OF MUSIC THEORY

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Annotation. The purpose of teaching the educational science” music theory "is to educate conscious thinking in relation to musical expressiveness and form the ability to perceive it, to form and develop students' vision, perception of the musical world, to correctly direct and enrich their musical-aesthetic taste, to cultivate their creative abilities; to prepare students for practical activities as a music teacher.

Keywords: pedagogical activity, source of pedagogical creativity, profesional etiquette of the teacher, intuition, mindfulness and fantasy.

At the same time, the task of science is to give students deep knowledge in their understanding of the main means of musical expressiveness to teach music-technical skills in the field;

- to closely familiarize yourself with the significant issues and main problems of compositional creativity and to give clear insights into the music system and the harmony that Mukhim science occupies in it;
- formation of skills for familiarizing students with the main laws, important elements in the structure of the form of a musical work, principles of musical development, the function of parts in the form and the analysis of various musical forms;
- the formation of the abilities and musical memory of students to achieve musical thinking, musical hearing, pure intonation, the education of a sense of lad, rhythm, tempo and style in them is the teaching of students to be able to apply the knowledge acquired in practice.

In order to effectively implement the above goals and objectives, the teacher is required to choose and implement pedagogical technologies that are suitable for each lesson.

Technology is a production process, and pedagogical technology is a holistic pedagogical process. The main signs of pedagogical technology: design, implementation, guaranteed result.

The fundamental essence of pedagogical technology is the orientation towards a guaranteed result. Each technology, including pedagogical technology, has its own criteria: conceptuality, systemality, efficiency, controllability, reproducibility. The levels of application of pedagogical technology in the educational process in general-pedagogical, private-methodological, modular directions have been determined. Any technology is oriented towards its implementation, applying any Goya, scientific thought or theory to khayot. Therefore, pedagogical technology occupies a place in the middle of Science and practice.

Therefore, before applying this or that technology to the educational process, it is necessary to understand all its features and capabilities (what is oriented, for what purposes it was used, what pedagogical concept it corresponds to, what tasks it helps to solve in a particular setting, and x.k.) should be studied and then applied.

As an example, we will cite the following pedagogical technology; "Carpenter" Technology

Description of the technology. This technology is aimed at memorizing the topics covered, logically thinking, teaching students to independently correctly answer the questions posed and self-evaluate, and in a short time evaluating the knowledge acquired by the teacher of all students.

The purpose of technology: to teach students to think logically in the course of the lesson, to be able to freely express their thoughts independently, to evaluate themselves, to work alone and in groups, to respect the opinion of others, to choose the necessary one from many thoughts.

Application of technology: the technology is designed to assess, repeat, consolidate or intermediate and final control of the subjects covered by the students at the beginning of the lesson

or at the end of the lesson or at the completion of any section of the subject of study in all types of training. This technology can be organized in the form of a single, small group and team in the training process or part of it.

Tools used in training: handouts, colored pencils (or felt-tip pens).

Note: tartsatma materials prepared on the basis of the topic specified in the plan and in accordance with the goal set by the teacher (verification, strengthening, evaluation) (if intended to be conducted individually, the number of group students, if it is prescribed to be held in small groups, then distribution materials are prepared depending on the number of groups).

Procedure for conducting training:

- grouping students (depending on circumstances;
- * to familiarize the student with the requirements and rules for conducting the training;
- * distribution of handouts to group members.
- * tasks in the distribution materials are performed by the members of the group on their own;
- each band member writes a band number in the right corner of the distribution material he / she worked on, and in the left corner he / she draws any of his / her marks;
- task completed handouts are exchanged for other groups in the direction of "charhpalak turnover;
- materials given by members of the new team are studied and modifications are made;
- materials studied and modified by teams are again exchanged intergroup on the yunalish mentioned above (this process is continued according to the number of groups;
- from the exchange of materials, sung selects the materials (based on the group number and the characters they put together) that each group and each group member completed for the first time;
- * compare and analyze the corrections of its members;
- reads the tasks of the teacher given in the disseminated material and, together with the team, determines the correct answers;
- each student determines the differences in the answers determined by the correct answer, collects the desired score and self-evaluates.

Note; the distribution material states that the difference in correct answers determined by the teacher's cooperation with the correct answers determined by the students is greater than 55%, the student has mastered this teaching material, from which he could not master if he was kom. For example, if the number of tasks is 30, and 17-20 of the answers are correctly marked, the student is considered to have completed this task and was able to master the educational material, if kom from it was not able to master it. At the same time, if 21-24 of the answers are correctly defined, the level at which the student has mastered the materials is considered to have mastered the "good" grade, and if 25-30 are correct, the "excellent" grade.

• student)once their grades or scores have been determined, the teacher collects the papers on which the task was completed and copies the grades (scores) into a group, Journal.

This means that the above technology will be suitable for the purpose if it is used in the training of the science of music theory.

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