

## **Methods of improving the use of interactive methods in teaching the science of music culture**

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**Abstract:** The content of this article is devoted to the use of interactive methods in music lessons in secondary schools

**Keywords:** Interactive methods, music lessons, specialization, teacher music, intervals, composer, school, student, board

Among the factors for improving the use of interactive methods of teaching music in secondary schools and the involvement of modern teaching aids in music lessons, the development of new types of pedagogical technologies in music at school, now in general lim school and music education are recognized as one of the separate innovation options. At the same time, the development of forms and organization of music lessons and methodological bases of teaching and methods of enriching the content of music education, in turn, is one of the important factors in enriching the content of music in secondary school education. 'is recognized.

It is necessary to introduce an integrated system of teaching music in secondary schools. For example, it is necessary to introduce in-depth methods and forms of teaching music in schools, separate teaching aids and a single type of teaching methods of music education. The reason is that one of the most important aspects in the formation and development of skills of music teachers in the system of higher and secondary special vocational education in our country is the creation of educational and methodological literature and complexes of music science. At the same time, the development and formation of a separate unified system and collaborative forms of music teaching in music schools in secondary schools can be recognized as an alternative and innovative factor in the use of improved music teaching in school education by all music teachers. Forms of teaching based on interactive methods of teaching music in secondary schools, which include similar factors, include these goals and forms.

The concept of "interactive teaching methods" and the concept of "active forms of teaching" are interrelated, but it is necessary to distinguish between these categories. Teaching methods are ways in which a music teacher and students work together to solve music education problems. That is, the concept of the method of teaching music refers to the content - procedural or internal aspect of the learning process. On the contrary, as noted above, the form of music teaching reflects the

external side of the learning process.

Among the issues of improving the database of music textbooks in secondary schools is to identify music teachers as one of the important aspects of working with music textbooks in music lessons and the formation of new methods of interactive methods possible.

*The main requirements for modern music lessons in secondary schools are as follows:*

1) clear definition of educational tasks, separation of primary and secondary tasks;

2) the unity of musical educational and pedagogical tasks, the use of knowledge in the formation of students' scientific worldview;

3) to choose the most suitable content of the educational material in accordance with the tasks of the music lesson, to provide the music lesson with the necessary equipment;

4) selection of the most appropriate methods and techniques of music teaching;

5) ensuring the cognitive activity of students;

6) to carry out collective educational work together with independent educational activity of each student;

7) linking the content of music lessons with life and practice, with previously mastered and previously mastered materials;

8) music should include the organizational integrity of the lesson (timely start, saving every minute, logical completion, conscious discipline of students during the lesson).

Nowadays, the number of interactive methods has greatly increased. Here are some of the most common types of pedagogical technologies that can be used in music education.

In secondary schools, such as "Brainstorming", "Role-playing technology", "6x6x6 technology", "Venn diagram", "Case", "Cluster", "Brainstorming", "Black box", "Fifth plus" Examples of the introduction of modern educational technologies in the teaching of music, in turn, are recognized as one of the important factors in the teaching of music.

The use of interactive methods of pedagogical technology in music lessons is the naturalization of communication between music teachers and students, the acquisition of thorough knowledge of music, free thinking, the ability to fully express their abilities, the development of music education. allows you to increase efficiency.<sup>1</sup>

We will focus on some interactive methods below.

*"Brainstorming method"*

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<sup>1</sup> Siddiqov S. Musiqa madaniyati darslariga pedagogik texnologiya elementlarini tatbiq etish. xalq ta'lim. 1-son T., 2009y. 120 bet

To use this method, students are taught to think broadly and logically about the problem, each student is given the opportunity to express and justify their personal opinion. Voluntary feedback from students is encouraged only. And they are not evaluated, which leads them to express new ideas on the problem. At the same time, it is important to create a wide range of opportunities for students on the problem under analysis.

To use this method, each student is given a sheet of paper on which to write down and justify their views on the problem. After a while, the papers are collected and the main points are written on the board. Students will be given the opportunity to add new ideas to the feedback. The process is completed only after the cessation of new ideas. Thus, with the help of a music teacher, the problem is solved. Here are some examples from our experimental work on the application of this method in the secondary school No 38 of Urgench district.

Course Title: *Uzbek modern music (6th grade. 2nd quarter, 1st lesson).*

The purpose of the lesson: *To acquaint students with the ideas of modern music.*

The following tasks are performed during the course.

1. Genres typical of world music
2. Classical works by Uzbek composers on the basis of world music.
3. Awakening respect for Uzbek classical music.

Course materials: *pictures, tape recorder or computer, table.*

Lesson plan:

1. World composers and musical genres created by them.
2. Introduction of new genres by Uzbek composers.
3. Newly created works.
4. Diversity of genres is a great achievement of Uzbek music.

*I. Conversation method.*

In the first interview, the teacher introduces the world-famous composers and their works and asks questions.

*II. Question-answer method:*

1. Who do you know among Uzbek composers?
2. What works do they know?
3. Which of the works in the opera genre do you know?
4. What do you know about the symphony genre?
5. How do you feel about pop music??

*The "mental attack" method*

To use this method, each student is given a piece of paper and given examples of composers they know and their work. Students are asked to write their first and last names on the sheet and their answers are not marked, so each student must write the answer on the sheet as best he or she knows. Within ten minutes, all students write

down the information they know on their sheets. It is important that in this work, each student is engaged in independent thinking, that is, the solution of the problem is carried out not only by the teacher, but also by the efforts of students. This method is also called "Brainstorming" because everyone started the same attack to solve the problem.

To complete the results of the last ten minutes, the teacher collects the handouts. The names of composers of modern music are written on the right side of the board and the names of their works are written in the middle of the board, and the genre of these works is written on the left side of the board. To do this, the teacher pays special attention to each sheet and writes the facts on the board. It is natural for students to pay attention to the importance of the information on their pages. The repetition of the same facts is also emphasized. If it is written on the board, it will not be rewritten. Some facts are corrected by the teacher, they are briefly explained and supplemented. As a result of using the "brainstorming" method, the following information is displayed on the board.

<i>Names of composers</i>	<i>Name of works</i>	<i>Which genre it belongs to</i>
Mutal Burhonov	National Anthem of the Republic of Uzbekistan	Anthem (anthem)
Sulaymon Yudakov	"Maysara's work"	Opera
Muxtor Ashrafiy	«Dilorom»	Opera
Sulaymon Yudakov	"My homeland"	Cantata
Sulaymon Yudakov	«Mirzacho`l»	Sonata
Sharif Ramazanov	«O`zbekiston»	Choral work
Dilorom Omonullaeva	"It's going to rain", «Nisholda»	Children's song
Shermat Yormatov	«Maysa», «Islom bobo»	Children's choir, children's song
Rustam Abdullaev	"Years of Independence"	Children's song
Avaz Mansurov	"Who is clever, who is agile"	Children's song
Sobir Boboev	«Yoriltosh»	Children's team
Farid Olimov	«Fotima va Zuhra»	Musical drama
Mustafo Bafoev	"Workers of Uzbekistan"	Symphonic records
Mutal Burhonov	«Alisher Navoiy»	Opera

Students write this information on their board in their notebooks. At the same time, they will learn a lot about modern Uzbek music. At the end of the lesson, the teacher emphasizes the need to enrich this information and instructs them to remember the composer of each work, the name of the work and the genre to which it belongs.

Another such method of pedagogical technology is the "fifth plus" method. Depending on the content of the topic, this method can also be seen.

Below we will consider the use of the "fifth plus" method.

Course Title: *Intervals*.

*The purpose of the lesson:* to strengthen students' knowledge of different intervals and their types.

During the lesson, students will be introduced to the meaning of the word interval, pure, small and large intervals. First, the teacher gives students an idea of the intervals between one octave. He points out that there are three main types of intervals:

1. *Pure intervals:* pure prima (s 1), pure quartet (pure 4), pure quintet (pure 5) and pure octaves (pure 8);

2. *Small intervals:* small second (small 2), small third (small 3), small sex (small 6) and small septima (small 7).

3. *Large intervals:* big second (big 2), big third (big 3), big sex (big 6), big septum (big 7).

The teacher should focus the students' attention on the fact that the number of intervals for each type is four. This will make it easier for them to determine the exact system of intervals. Then the "fifth plus" interactive method is used. In this case, the following visual aids are hung on the board:

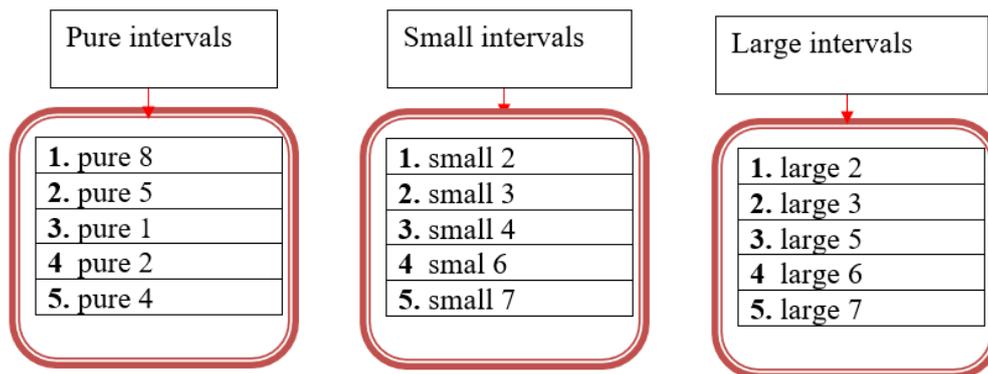


Figure 7: Types of intervals:

Students are asked to determine which interval is redundant in the given forms and to prove it. Answers: In Figure 1, the number of pure intervals should be four. It is known that pure seconds (pure 2) do not occur at all, that seconds are usually small or large, and that the second interval is unpleasant to the ear, and that pure intervals are pleasant to the ear, proves that pure seconds are more than pure intervals.

In Figure 2, he admits that the small quartet (small 4) is incorrectly included in the list, and in Figure 3, there is no large fifth interval. It is reported that there are currently gained quarters and reduced quarters, and this interval is called "triton".

The use of this method allows students to place their knowledge of intervals in their minds on the basis of a clear scheme.

*The "black box" method* to further strengthen the knowledge of students. At the same time, it allows students to work together and improve their self-management skills.

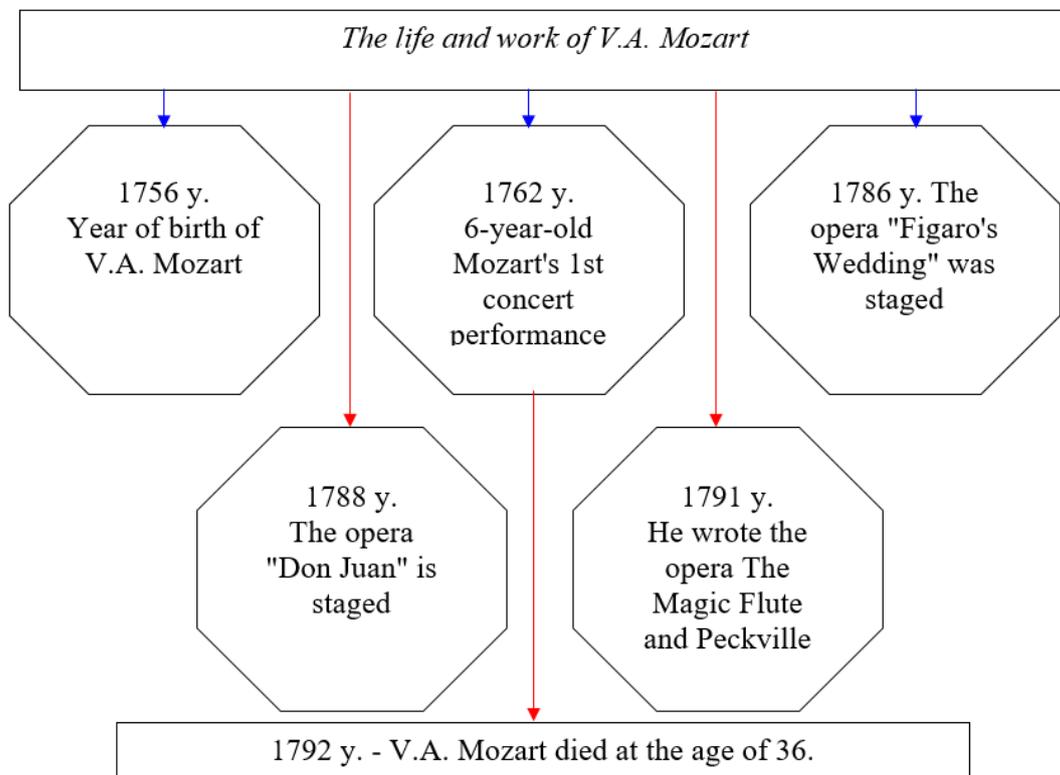
When using each method, special attention should be paid to the subject matter

of the method. This method can be used effectively to strengthen the knowledge of students. In particular, in the 6th grade, in the lesson on the life and work of the composer V.A.Mozart, it is possible to instill in students international feelings, to strengthen their interest in classical music. The course provides information about the composer's childhood and creative achievements, the peculiarities of his life and work, analysis of his works, increasing students' interest in studying the works of foreign musicians, educating students in the national and international spirit. tasks are solved.

To use the Black Box method, the first two students at each desk are given the opportunity to work together. They examine the cards distributed on key dates relating to the life and work of V.A.Mozart. One of the two students on the desk, who has completed the task correctly, goes to the board and writes the correct answer to the task on the board with chalk. The following numbers are written on the board:

1756, 1762, 1788, 1791-years The teacher then discusses the importance of these questions. The student who correctly interprets the meaning of the dates acts as a teacher and the lesson is conducted in a self-directed manner. The acting teacher handed out 6 cards to each class and asked the students to write down the most important dates in the life of V.A. Mozart and the most famous of his works.

*The following entries will appear on the board:*



Experiments show that the use of these methods allows to update the traditional methods used in the classroom, to ensure that students actively participate in the application of these methods, to make the lesson interesting, to deepen the knowledge and information in the minds of students. showed.

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