



BASICS OF EFFECTIVE USE OF PEDAGOGICAL TECHNOLOGIES IN LESSONS

Bekchanova Shoirra Bazarbaevna

Teacher of Tashkent State Pedagogical University named after Nizami

Jurayev Hurshid

Student of Tashkent State Pedagogical University named after Nizami

Annotation

The updated content of education in our country, which meets the world standards, is improving not by itself, but through the achievements of advanced pedagogues - scientists, Methodist teachers and world-class pedagogy. Therefore, at the present stage of education reform, the main task is to form creative teachers responsible for the education of the younger generation in the conditions of the rapid development of innovative, intensive information and information technologies, computerized model teaching.

Keywords: Teaching and methodological, scientific, innovative and modern tools, pedagogical technologies, singing and playing skills.

Introduction

Existing experience shows that no matter how much the content of education is updated, perfect curricula, textbooks are created, the teacher's pedagogical skills in ensuring the effectiveness of the educational process, the mastery of new educational technologies and It depends on the ability to use it effectively and appropriately in the learning process.

Currently, the education system of the country is undergoing profound changes to implement the tasks set at the most basic quality stage of the Law "On Education" and the "National Training Program". As provided in the national program, the technological nation of the educational process and the provision of information systems on the basis of modern information technologies and computer networks is developing rapidly. The material and methodological base of science and education is



being strengthened, teaching and methodological, scientific, innovative and modern tools are being improved and introduced into the educational process.

It is known that the subject of didactics consists of teaching, learning and the content of education. Ignoring any of these three components destroys the content of education. Both teaching and learning and their end result depend on the content of education. The study of different topics in a specific way in the educational process stems from its specificity and content, which largely depends on the organizer of the study, that is, the teacher (pedagogue).

It is the teacher who activates any subject, including music, in the teaching process, giving them the opportunity to be active participants in the lesson, to express themselves as independent-minded, observant students. The teacher determines the conditions of use of teaching methods, ways, forms, tools that are convenient and interesting for himself and the learner, the effectiveness of the learning process with the help of advanced pedagogical technologies tries to increase.

That is why pedagogical technology, didactic technology, educational technology are considered to be the most effective tools in the educational process. They are widely used in the practice of world pedagogy today.

Pedagogical technology is a priority in the organization, management and control of the educational process in our country, as well as in the education system of the most developed countries. Therefore, it is important that all educators are well aware of pedagogical technologies and use them in the educational process.

This is in accordance with the objective laws of development of society, and with the development of society, the content, goals and objectives of education are improved accordingly. In the current situation, the main directions of human activity are becoming a model system that allows the full implementation of development goals, the technology of education. Due to this, as in all areas of science, the focus is on new technologies in music education.

Main part

It is natural that each subject has its own characteristics. There are many aspects to teaching music. This is evident in its organizational structure and practical performance. Therefore, advanced pedagogical technologies can be effectively used in every type of lesson activity. Different forms of teacher activities in the class include



lectures, stories, explanations, demonstrations, demonstrations, listening, conversations, questions and answers, group singing, sound adjustment exercises, etc., each of which has its own content and essence, teachers and students can apply the technology in a way that suits their abilities.

It also shows the uniqueness of a music teacher. Love and interest in the art of music, to conduct the lesson in an emotionally uplifting spirit, to develop the skills of artistry, directing, dramaturgy, to love children, to take into account their musical abilities and interests, to strive for their realization, good singing and playing skills are among them. Because even the features mentioned by the teacher can serve as a technological example for students in the classroom.

It goes without saying that any pedagogical technology will be dry, meaningless, uninteresting and ineffective if the teacher does not have the available features. Because it is clear that any form, model, type of education will not give the expected result without the pedagogical skills, knowledge, skills and artistic ability of the teacher.

Analysis and Results

This activity will be effective and expedient only if the preparation of future teachers for innovative activities during their studies is carried out in an integrated manner with the preparation of them for pedagogical activities. The integration of disciplines in the field of music education is such that each discipline is divided into second, third, and so on. it requires the acquisition of the necessary skills and abilities, combining all the musical, practical and theoretical knowledge.

For example, in music theory (means of musical expression), solfeggio, (note reading) analysis of musical works, and in choral and choral studies, vocal singing, theoretical literacy, conducting, choral arrangement, analysis of works. a certain knowledge reserve is required.

Therefore, every science teacher has to prepare students for pedagogical technology activities based on the specifics of the subject they teach. Observation and analysis of the work in the field of higher education today shows that the majority of professors and teachers working in the field of music education have nothing to do with the preparation of students for technological activities.

This work is considered to be the work of teachers of the subject "Pedagogy" or "Theory and methods of teaching music", or they do not pay attention to it at all. This is due,



firstly, to the fact that professors are not ready for this activity, and secondly, they do not understand the essence of preparing future teachers for technological activities as a social and political necessity.

The expected results can be achieved only if the preparation of future music teachers for technological activities is organized within the framework of a unified system of teaching all subjects, and not within a single subject.

Such subjects as choir and choral music, conducting, vocal performance, instrumental performance, history of music, analysis of musical works, methods of music teaching (these subjects are important for the student's future music teaching career). In the process of training, the work of professional training and preparation for the technological process is carried out in close connection with each other, and each of the activities (classes) is a step-by-step process of training future teachers skillfully advanced pedagogical technology it will be effective as a whole system only if it is prepared to be organized on the basis of.

The peculiarity of music education is that the organizational structure, practical performance activities, as well as teaching methods, factors that ensure their effectiveness, the analysis of tools and the generalization of their general creative - positive aspects are unique to music education. allowed the development of species. These are also pedagogical technologies in terms of their purpose and function, and their application in music education is yielding good results. Such classes instil in students a good mood, enthusiasm, high spirits and aspirations.

Each of these courses has its own structure, mission, purpose and methodological basis. When music lessons in the primary grades are conducted in the form of games (songs, through games, organizing, dancing to music, “writing games”), students become more active and they are able to complete the tasks relatively easily.

There himself shows that music lessons, by their very nature, have a wide range of possibilities in the use of new - unique and modern interactive methods, and once again - the ingenuity of a music teacher, skills, experience and what technologies, what topics of activity, pedagogical conditions and the choice and application of students taking into account the interests and capabilities are crucial.

For example, concert lessons help students to form a stage culture, to show themselves in public, to show good potential, to develop the qualities of acting as an artist, quiz lessons help students to develop ingenuity, inquisitiveness, quick thinking, memory.



Debating lessons also have a positive effect on the development of students' ability to stay, independent thinking, responsiveness, a positive approach to topics and issues, the deepening of speech.

In the lesson of cheerful and clever, students demonstrate such qualities as ingenuity, resourcefulness, alertness, goal-orientation. The analysis lesson focuses on a thorough analysis of the work done in the process of music literacy, listening to music, singing, in which the theoretical literacy skills of students play an important role.

Game lessons can be held in many different forms. For example, when passing the topic of musical instruments, students are given cards with pictures of various musical instruments. The teacher uses a tape recorder to play music played on a national instrument. Pupils, in turn, use the cards in their hands to show on which musical instrument the piece was performed.

The most active and resourceful students are evaluated and encouraged. Classes such as quizzes, concerts, debates, find the melody is based on the theoretical and practical knowledge of students. Lessons are organized in the form of musical trips to creative communities, various cultural and educational events, or to nature, cities with the help of a videotape.

Conclusions and Suggestions

Pedagogical practice plays an important role in preparing future teachers for the technological approach in the educational process. At present, at each stage of the specialization of music education, students go to study, qualification practice. 2 weeks of pedagogical practice in the first year, 4 weeks in 2-3 years, and 14 weeks in the 4th year are an important period in their professional preparation.

If in this process the pedagogical and technological training of students is not taken into account, then, as we mentioned above, there is a problem. Because in comparison with practical work, the acquisition of skills in the application of pedagogical technologies and their application in the classroom during the student period is much more convenient, effective and meets modern requirements.

In the process of pedagogical practice, students identify shortcomings that they lack, work to correct them, and this process, figuratively speaking, serves as a "general rehearsal before the big concert."



In this process, they are free to test themselves, their professional training, the question of whether they can conduct pedagogical activities in conjunction with advanced pedagogical technologies. At the same time, only in the process of pedagogical practice, students directly experience the various aspects of the teaching profession - district, difficult and creative.

Our observations show that in the process of well-organized pedagogical practice, the professional formation of future teachers becomes more active. Because constant communication with advanced, experienced teachers helps them to directly observe, study, learn and master the best practices of their creative work.

References

1. Petipa M. Materials. Memories. Articles / M. Petipa, - L., 1971
2. Russian ballet. Encyclopedia/editorial board E.P. Belova, Mr Dobrovolskoe, V.M. Krasovskaya and others - M., 1997
3. A.A. Temirov, H.R. Salimova. Use of modern information and communication technologies in the training of teachers // Proceedings of the Republican scientific-practical conference "Innovations in the development of information and communication technologies." Karshi -2019. -P. 170-171
4. Galuzo I.V. Methodology for the implementation of the training function of tests in the MOODLE environment / I.V. Galuzo, V.V. Nebyshines, P.A. Stashulyonok // Modern education of the Vitebsk region. - 2013.— No. 1. - P. 76–80.
5. Galuzo I.V. The structure of distance learning for schoolchildren and methodological support of the educational process in the MOODLE environment. Mogilev: Moscow State University, 2013 .-- 96-98 p.