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## PRINCIPLES OF ORGANIZING MUSIC CULTURE LESSONS

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### ABSTRACT

*The pedagogical profession differs from other professions by its characteristic features. The labor science of the educator the goal of human labor is to transform the human being, the tools of the educator's labor are his speech, his thinking, his will, his character, and so on. The working conditions of the educator are characterized by high demands on his spiritual and political image, forcing him to constantly improve, to work tirelessly on himself. A good educator will always earn the respect of his students and their parents.*

**KEYWORDS:** *Student, Educator, Skill, Demand, Knowledge, Skill, Qualification, Work.*

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### 1. INTRODUCTION

A teacher is a person who has a special pedagogical education and carries out certain work on education and upbringing in a general education school. The word teacher also has a much more general meaning. In others, educators are all those who compile knowledge, skills, and abilities, coach and direct them in life, and engage in pedagogical activities. Thus, teacher and educator are synonymous words.

Teaching is a difficult profession. One of the difficulties is that the results of educational work are not immediately apparent. This work requires great perseverance and endurance. Teachers are actively involved in the process of preparing the younger generation for life. They ensure the succession of generations by passing the experience from one generation to the next. Without a purposeful process of managing and compiling a new generation, society would come to a standstill in its development. Teachers are key players in this process.

Like any science teacher, his or her professional orientation plays an important role in the system of assessing the value of a music teacher's personality, which is based on the need for pedagogical activity. It includes: interest and love in children, enthusiasm for pedagogical work, psychological and pedagogical intelligence and observation, pedagogical etiquette, pedagogical imagination, organizational skills, honesty, kindness, assertiveness and perseverance, steadfastness, composure, endurance, has the ability to think about , professional work ability and interest, intellectual activity, the ability to feel innovation, the willingness to independently increase pedagogical knowledge.[1]

Music actively develops a child's emotions, especially emotional, aesthetic senses. Music actively influences the spirit of the child, plays an important role in the formation of his moral aesthetic image. Therefore, the main goal of music education is to instill in students a culture of music,

which is an integral part of human spiritual culture. To achieve these goals, a music teacher has the following tasks:

- Increase students' interest in the art of music;
- Development of musical and artistic taste and the need for musical activities;
- To compile a range of knowledge and skills about music;
- Development of artistic creativity in the process of musical activities;
- Moral and aesthetic education of children through the artistic and ideological content of works;
- Encourage professionalism and hard work in music lessons.

The level of professionalism of a music teacher plays an important role in the implementation of these tasks. [2]

First of all, a music teacher should be a person who has a sincere love for his profession and children, is highly cultured, creative and inquisitive, and has a scientific worldview. He must teach a good lesson in accordance with the requirements of modern science and technology and make the most of every minute. Only a teacher who has learned to work on himself, with the development of modern science and technology and the abundance of information, who can choose from them what he needs for his subject, can develop students' ability to know, think independently, and work independently. To be a good teacher, a music teacher must have a good knowledge of pedagogy and psychology, children's physiology, theory of aesthetics and ethics, literature and methods of teaching music. Because they determine the character of children, what they are inclined to, what methods can be used in the teaching process.

A music teacher must have sufficient knowledge, skills and experience in the theoretical and practical areas of the art of music. That is, he must work as a musician, as a singer, as a choir conductor, as a conductor, and as a music theorist and writer. As a music teacher creator, she is also the screenwriter, artist-performer and director of the one-hour class, which is why the music class is an art class. While the general culture of the teacher is high, this profession also requires knowledge in the field of literature and art. A music teacher should follow pedagogical etiquette. Pedagogical etiquette is one of the characteristics of the teaching profession, which emerges as a skill in the process of working with children. Pedagogical etiquette is a professional, psychological and pedagogical feature of a teacher's behavior in dealing with students. Pedagogical etiquette is the teacher's search for the right pedagogical way, method, behavior or etiquette in dealing with students, depending on the circumstances. A well-versed music teacher can find answers to any questions. The skill of a music teacher is a key feature of the pedagogical profession. The teacher's skill in dealing with students during the lesson is obvious. This is directly related to being able to engage students in the science of music, teaching them to think independently and perform tasks independently.

The skill consists of the ideological and political direction of the teacher's mind, his general-musical culture, knowledge, a set of skills and abilities in the field of profession. The criterion of a teacher's skill is determined by the students' mastery and discipline. If he works tirelessly, observes and studies the experience of advanced teachers in the field of education and upbringing, and applies it to his work, he must improve his pedagogical skills. A skilled teacher will always have a high reputation among students because he or she can find the right path to the hearts of students. [3]

A characteristic feature of the teaching profession is to love and care for children. If a teacher does not know children's desires, inner world and is not interested in it, he cannot be a teacher because children like kind, humble, open-minded, sincere, self-respecting and confident, demanding

teachers. The teacher's morals should be pure, faithful, religious, and exemplary in every way. Her appearance should be exemplary, including being orderly, neat, cultured, and modestly dressed. Only then can every word of it seem positive to the readers.

These qualities should be acquired by the future teacher while studying in higher education. This requires that the teaching staff of the university itself be well-educated, highly qualified and responsive. It should also be noted that a music teacher has to be constantly on the lookout, working patiently. Such a responsible task falls on a specialist who has just graduated from high school and came to school. However, even if a teacher does not have theoretical knowledge, in practice he cannot be considered an experienced, versatile specialist. He needs to observe more lessons, teachers learn teaching methods, get advice from skilled educators. His deep penetration into school life and gaining experience requires the care of the school's morale, the teaching staff, the public education department and the university.

The goal of a modern pedagogical education system is to achieve the general and professional maturity of a new category of music teacher, as the general secondary school places high demands on his professional skills and personal qualities. In order to achieve high results in children, a music teacher must have knowledge of music: harmony, polyphony, solfeggio, music theory, music history, music literature, analysis of musical works and any other musical instrument. But mastering the above knowledge is not enough. [4]

The music teacher should also be able to tell the children about the music in a very interesting, literate and figurative way during the lesson, adding various illustrations. In the process of studying the work of a composer or composers, it is necessary to be able to provide detailed information about the work, about the authors of the work, about the period in which the work was created. Must know the tone, tone, structure, function of chords, etc. of the work. There are also practical tasks for a music teacher:

- 1) Be able to sing a given song;
- 2) Ability to play an accompaniment to the tune;
- 3) Ability to transpose freely;
- 4) Must be able to conduct

A music teacher must know not only his subject, but also philosophy, aesthetics, psychology, pedagogy and be able to apply it in his work. [5] One of the most difficult problems of pedagogy is to fully convey the effectiveness of music, its essence to the minds of children. In music lessons, a music teacher should instill in children the qualities of friendship, patriotism, loyalty, compassion, diligence, and initiative: The teacher also has the following responsibilities:

- 1) Teach children to love and understand music;
  - 2) zFormation of children's artistic and aesthetic tastes;
  - 3) Development of musical abilities in children;
- To expand children's musical knowledge and understanding of music, music history, music literature, singing. [6]

In order to develop these qualities, a music teacher must first take lessons at a high professional level. In order to get the expected results from the lesson, it is advisable to follow the principles of education in the classroom. In the current process of development, many preschools, schools are equipped with a number of new information technologies, such as computers, music centers, television and radio. The use of these technologies in the lessons of music culture is very useful in the formation of the above personal qualities.

If a music teacher conducts his / her classes with a specific goal in mind, with a clear plan, and the results are high. A music teacher should develop a variety of fun ways for him or her and the children to engage in educational activities. To do this, a music teacher needs to know:

- 1) Forms of organizing children's musical activities.
- 2) The content of the program "Music Culture", its ideological and theoretical basics, didactic methods and principles.
- 3) Age characteristics of children.
- 4) Artistic features, educational value of works studied in music lessons.
- 5) Organization of effective forms and methods of pre-school, school and extracurricular activities.
- 6) Designing music lessons: making a syllabus, collecting the necessary musical works, looking for effective ways to teach music.
- 7) Formulation and solution of pedagogical problems.
- 8) Performance that reveals children's musical abilities organization of musical activities (organization of holiday mornings).
- 9) To acquire existing knowledge, new knowledge in children redirection, etc.

Music lessons provide children with an understanding of the history of Uzbek music, the elementary theory of music, the work of world music, and foster musical culture, etiquette and sophistication. [7]

Children have their own challenges in developing singing skills. Children are not yet able to fully analyze the work. So, first of all, the music director has to sing the song in an exemplary way. If the song is recorded on tape, it is also a good idea to have the song played on a tape recorder by a children's choir. Then the song is sung over and over again. There are two conditions for the re-singing method:

- 1) The child should have a thorough, accurate knowledge of exactly what to do and what to achieve when singing.
- 2) The child should know what he has achieved, what the results of each exercise have been, what mistakes have been made, and correct the mistakes in the next exercise.

For the first condition to be fulfilled correctly, it is necessary to pay attention to the fact that the process of musical literacy is connected with the process of singing, logically consistent. The fulfillment of the second condition depends on the fact that the re-singing exercise is aimed at a specific goal. Each time a music teacher sings again, he or she should analyze the exercise with the children in a timely manner. It is recommended that a music teacher take the following steps to achieve good singing results:

- 1) Get children to feel the melody;
- 2) Taking into account the individual characteristics of each child;
- 3) Use of national musical instruments as much as possible;
- 4) Involve talented children in music clubs, who actively participate in the lessons. [8]

In music lessons, children not only learn to sing or master the rhythmic movements of music, but also listen to and understand music performed by a music teacher, using discs or magnetic tapes. Explaining and introducing children to the basics of music expands children's level of musical knowledge. Listening to music enriches the content of the lessons, increases the variety, and helps

to make the lessons more exciting.

The children respond as best they can. The music teacher demonstrates the Uzbek national instruments to the children one by one with the help of visual aids and exchanges ideas with the children. Encourages children to participate in clubs to be able to play musical instruments. As we can see, a music teacher must have a number of musical-theoretical knowledge, not just singing. Whether it is singing, listening to music or theoretical knowledge, music education is the basis for the formation of the younger generation as a fully developed person who combines moral purity, spiritual wealth and physical perfection.

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