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## NEW INNOVATIVE METHODS OF TEACHING MUSIC IN SECONDARY SCHOOLS

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### ABSTRACT

*This article describes in detail the general analysis of music lessons in secondary schools, ways to increase students' interest in music lessons, innovative pedagogical technologies and their types in lessons, the use of innovative technologies and the use of various games in music lessons.*

**KEYWORDS:** Lesson, Student, Technology, Analysis, Teacher, Method, Music, Instruments, Dance, Education.

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### INTRODUCTION

New innovative methods of teaching music in music lessons in secondary schools are part of this pedagogy. These methods summarize the structure of the educational process and solve individual and integrated tasks. The word "method" is derived from the Greek word meaning "way", "method". The word "methodology" is also a Greek word meaning "way of research", "way of knowing" and is a separate part of education, the sum of which is music. are called unit methods. [1]

The reason I focus on methodology and methodology is that the topic is called Music Teaching Methods and How to Use Them. The relevance of my dissertation is that today, every teacher should have a unique direction, novelty and fun.

The discussion method used in music lessons is based on communication in which students interact logically with each other.

The word interactive is an English term that means "interaction". Interaction is not only in the form of discussion, but also in the process of question-answer, interaction, correct formulation of questions, clarification of answers, filling in the answers. It is also important to think clearly, consult and draw conclusions in collaboration with the community on a particular issue.

Forms of acquisition of musical-theoretical knowledge In the 70s of the XX century the following system of music education was introduced in schools of Uzbekistan. The curriculum includes separate but interrelated types of lessons:

- Introductory lesson on the topic;
- In-depth lesson;
- A lesson on the topic;
- The final lesson is a concert. [2]

The analysis of the music education system and the generalization of its positive aspects allow the development of new types of music lessons. The use of new pedagogical technologies to make music lessons more interesting in line with modern requirements is yielding good results. To make the lessons more interesting, exciting, and uplifting, we offer the following types of lessons:

Each of these lessons has its own structure, function, and methodological basis. When games are taught in the elementary grades in a playful way, students become more active and are more likely to complete tasks. For example, on the topic of musical instruments, students are given cards with pictures of different musical instruments. The teacher uses a tape recorder to record music played on an instrument. Pupils use the cards in their hands to show how the piece is played. The most active students will be evaluated and rewarded. For example, quizzes - lessons, concerts - lessons are based on students' knowledge. The course is based on a videotape of a nature trip and a musical trip to the city. Some of the most widely used courses are:

1. Organizational lessons.
2. Mixed lessons.
3. Dominant (one type of activity in the classroom - singing, listening to music, music literacy, musical creativity - is superior to others.
4. Control-checking lessons.
5. Complex lessons.
6. Interview lessons.
7. Defense lessons.
8. Final lessons. [3]

Today, due to modern requirements, non-traditional types of lessons are entering the music education system. We have developed several non-traditional types of lessons that can be used in music education based on existing pedagogical technologies. Let's take a look at each type of lesson.

Concert lessons – students' practical application of existing musical-theoretical knowledge, assessment of their own and others' knowledge, learning to behave on stage, singing as a group and developing solo skills, playing children's musical instruments. Creates a wide range of possibilities for being, performing dance elements, and so on. It is advisable to hold such classes mainly at the end of one term and at the beginning of another. Because in this type of lesson, students will have a "concert" based on the songs they have learned during the quarter. Such classes provide ample opportunity to assess and assess students' knowledge. The lesson is planned in advance. Students prepare songs that they have learned. The teacher should have assigned a task to each student in the previous lesson. Classes begin with everyone singing the national anthem together. The importance of these lessons is that students use all their creative abilities and performance skills. Classes like these help students develop their musical tastes and worldviews. Students will also develop stage manners, artistry, team singing, and independent initiative.

The lessons are organized according to a specific system, with the teacher distributing the songs to the students before the lesson and the songs to be performed after each lesson. In such classes, the teacher will be able to assess almost all students. Dressing for the concert in accordance with the content of the songs will increase the interest of students and increase the effectiveness of the lesson. Concert classes should allow students to use all their knowledge and talents. For example, when someone sings a good song, someone chooses to dance, and someone has a strong acting ability. The teacher should be alert and organize a concert, taking into account the wishes and abilities of each student.

Concerts can also be dedicated to the birthday or work of a composer or writer. The concert will feature works by the artist, and teacher or student quizzes will focus on listening to music.

The teacher uses a technical instrument to play music for the students. Any beginner will tell you about the life and work of the author. Students, in turn, will find the name, performer, and

composer of the music. Such lessons are entitled “Composer, performer and listener”. Students, in turn, will find the name, performer, and composer of the music. Classes like these are great for Composers, Performers, and Listeners. In such classes, the teacher divides the students into groups. Each team will be graded based on their activity and correct answers. Quiz lessons can be used by students not only to listen to music, but also to sing. It also teaches students to have an understanding of the creators of musical works - composers, poets and performers. These lessons can be tailored to each topic. For example, when a teacher teaches students the music of fraternal peoples, listening to the music of different nations and peoples and identifying which nation and ethnic group they belong to develops students' musical understanding. They learn to distinguish between the music of other nations. Their musical worldviews are also taking shape. Quiz lessons form the basis for the formation of musical taste, musical perception and musical outlook.

Debate classes focus on in-depth analysis of musical works, knowledge of music literacy - music theory, music literature, analysis of musical works, forms of music. This course is based on a quarter or six months of music theory. Debate classes are based on students' previous knowledge. It is a lesson organized to explain impossible issues, to come to an agreement on controversial views, and on this basis to achieve students' independent acquisition of knowledge, the formation of musical thinking, musical perception, musical culture. Debate classes are different from other classes in that they are unique. So, in this lesson, there will be a debate on an issue. Teachers and students share their thoughts. In such lessons, the debate is strong and each opinion is substantiated and the best option is accepted. Debate classes require a great deal of preparation on the part of the students. These lessons help students to respond quickly, to think independently, to take a creative approach to events, and to deepen their speech. Students in the classroom experience different impressions of a piece of music. Therefore, sharing their thoughts will allow them to enrich their thinking and imagination. Debate lessons are also of great pedagogical importance. It is an important tool in cultivating students' aesthetic feelings, as well as in terms of their suitability for the age characteristics of students. The topic of the discussion is chosen by the content of the curriculum and the teacher. The wishes and interests of the students should be taken into account. Discussion questions are written by the teacher and students are invited to discuss. The teacher engages the students with questions and helps the students to have consistent and clear answers. Debate lessons help students to speak clearly and fluently, and to develop a culture of communication. The organization of such lessons brings the teacher and students closer to each other, creates a friendly atmosphere, increases the effectiveness of the acquisition of musical knowledge. Organizing such classes requires teachers and students to follow a number of rules during the lesson:

From students:

- Express their opinions clearly and without haste;
- Respect your interlocutors during the discussion
- Etiquette (raising hands and answering in turn);
- Do not interrupt other students;
- listen carefully to the opinions of interlocutors;
- Not to deviate from the topic;
- try to participate in the discussion, even if it is wrong;
- Prove your point with evidence.

From the teacher:

- Involve students in the discussion;

- be able to engage students;
- Explain and correct students' mistakes;
- systematize students' ideas;
- Encourage active participation. [4]

The main purpose of the Cheerful and Clever Lesson is to test students' knowledge in class, to reinforce it, to monitor their extracurricular knowledge, to direct them towards a specific goal, and to form students' ability to communicate with musical works. The competition is organized in the form of a competition, which allows you to get acquainted with the work of the composer or the history of the musical work. In such lessons, the skills of the composers, the musical instruments embedded in the works they create, the interest in mastering them, and the habit of independent observation are also important. The purpose of the lesson is to develop in students the qualities of activity, resourcefulness, intelligence and alertness. Cheerful and clever lessons are one of the most unusual forms of music lessons that allow students to have fun and actively participate. Cheerful and clever lessons can be taught in several ways. Repetition of topics, singing, question-answer, identification of musical instruments, interpretation of the content of the listened musical works, organization in the form of various didactic games on memorization of works can be a method of such lessons. Possible; The teacher should prepare for the lesson cheerfully and cleverly. He should prepare the questions in advance and plan in advance what teaching methods will be used in the lesson. There are many opportunities to play music in such classes. For example, "Find the tune!", "Square of Miracles", "Ohanrabo", "Ball girls!", "Ball boys!" The effectiveness of the lessons can be increased by organizing lessons such as. Cheerful and resourceful classes should be held at the end of the school year, at the end of the quarter, at the end of each section of the plan. In such classes, the students in the class are divided into two groups, girls and boys, which can be between rows, parallel classes. A captain is elected for each team. Two rival teams will test their knowledge. Students who actively participate will be encouraged. In such classes, the school administration should plan in advance the use of other science methods. The fun and smart lesson should be announced to the students a week before the event. The terms of the competition should be based on previous lessons. Over the course of a week, students review, reinforce, and work on what they need to know. Knowledge of musical scenes, songs, and other musical literacy is summarized. Students' scores for each condition are recorded on the board and in the jury's special notebooks. At the end of the class, points will be summarized and announced, and the winning team will be rewarded. The process of preparing for such lessons becomes a unique learning process for students - knowledge, repetition and consolidation, research and management, and the acquisition of musical theoretical knowledge in general.

Cheerful and clever lessons, educational puzzles, puzzles, mystery assignments, and a variety of activities keep students accustomed to thinking, and prevent boredom, stress, and exhaustion. In these classes, the teacher also gives students the opportunity to get to know and test their students in many ways: their attitudes towards their peers, their culture of behavior, how they behave in different situations, and other behaviors and habits. When organizing a lesson on cheerfulness and intelligence, the teacher should pay attention to the following: the content and essence of the studied topic, the expected purpose and tasks to be performed, the level of knowledge and interests of students. Lesson planning, cheerful and resourceful students, informing students about the topic of the lesson and the day of the lesson a week in advance; Preliminary preparation of questions and assignments in the course of cheerful and clever, keeping the answers secret, to ensure that they correspond to the topic of the program, to determine and approve the terms of the competition in consultation with everyone, to agree on the number of participants, the time allotted for each condition, to ensure that games and activities in the cheerful and intelligent class are appropriate for the age of the students, to achieve an objective, fair and just assessment of the conditions, to

encourage the losing team without discrimination. The analysis course focuses on a thorough analysis of the work done in the process of music literacy, listening to music, and singing. Already a detailed analysis of the work, ie information about its authors, the tempo, rhythm, size, mood, tone, dynamics, shape of the work, to determine for which group or orchestra it was written, to determine the genre, its ideological essence , the study of artistic image provides the basis for the acquisition of musical-theoretical knowledge through the work. How to organize and conduct an analysis lesson depends on the creativity of the teacher. Such lessons are primarily practical. Analysis classes teach students to think freely, to think, and to solve problems. Conversation classes are one of the most important tools for a lively and fun musical learning process. Conducting and conducting lessons in the form of conversations requires creative research from the teacher. Conducting a conversation based on a well-structured, goal-oriented approach is a key determinant of a teacher's skills. During the conversation, the student learns to think independently and to express himself. An effective, engaging interview requires the teacher's skill to be able to ask questions and choose the right ones. Conversation classes are one of the most effective ways to test your musical knowledge. The effectiveness of conversational lessons depends on the interlocutors' clear and concise understanding of the topic, and the clarity and clarity of the questions asked during the interview. Questions are asked orally and answered in the same way. The teacher monitors the students' answers and corrects them if necessary. You can talk about an independently studied song, a piece of music you have listened to, a concert you have seen, or a musical show. The teacher must have mentioned the topic in advance. The teacher asks the prepared questions and the students begin to answer. Incomplete answers will be filled in by other students. The teacher directs the conversation and ensures that the students are actively involved. In conversation classes, the teacher's responsibilities include:

1. Prepare interesting and vital questions for the structured conversation.
2. Make sure the questions cover the whole topic.
3. Encourage students to express themselves freely.
4. Make sure the questions are systematic and consistent.
5. Involve all students in the conversation.
6. Treat each other with respect during the conversation.
7. Be an example to students in communication.
8. Summarize ideas and draw conclusions. [5]

Music travel lessons are organized to explore the sources of musicology, to explore the work of a composer, to travel to the composer's home museums, concerts, music festivals, music competitions, or to make a video tour of a theme. [6]

One of the important conditions is that the travel objects are directly related to the subject of the lesson. This, in turn, is more effective than classroom lessons and stays in the minds of students for longer. It shapes their musical worldview, musical thinking and arouses their musical and aesthetic feelings. Such classes increase students' respect and love for the subject and the teacher. The teacher and the students begin to understand each other better and become closer spiritually. Music tour classes are subject to certain conditions. It depends on whether there is a concert or competition in the city or region, whether there is a video or a computer in the classroom. The teacher collects a series of questions in specially prepared envelopes. Team leaders take turns selecting envelopes and responding in agreement with their teams. [7]

Each question is given a set amount of time to prepare. The team with the highest score at the end of the class will be evaluated with the highest score in the rating system. The rest of the team participants will be evaluated with lower scores according to their answers, and so on. Classes like

this increase students' interest in the lesson and make them more active. Classes around the table are very similar to the TV game “Zakovat”. The teacher should choose the questions based on the age of the students and the topic of the lesson.

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