

## USING MODERN TECHNOLOGIES IN ORGANIZING MUSIC LESSONS

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### Abstract:

Information is given on ways to effectively use information and communication technologies when organizing classes with students studying music.

**Keywords:** Music, information technologies, methodology, education, lesson, training.

## MUSIQA DARSLARINI TASHKIL ETISHDA ZAMONAVIY TEXNOLOGIYALARDAN FOYDALANISH

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### Annotatsiya:

Musiqa yonalishida ta'lim olayotgan talabalar bilan dars mashg'ulotlarini tashkil etishda axborot kommunikatsia texnologiyalaridan samarali foydalanich yuollari haqida ma'lumotlar berilgan.

Kalit so'zlar: musiqa, axborot texnologiyalari, metodika, ta'lim, dars, mashg'ulot.

### Аннотация:

Даны сведения о способах эффективного использования информационно-коммуникационных технологий при организации занятий со студентами, изучающими музыку.

### Introduction

Informatization has significantly changed the process of acquiring knowledge. New educational technologies based on information and communication make the learning process more interesting, increase the speed of perception, understanding, and most importantly, increase the depth of assimilation of a large amount of knowledge.

By rationally organizing music lessons, the teacher helps students get rid of overload, increases the recovery of positive emotional energy. Therefore, the teacher must take a creative approach to planning and conducting lessons in the music direction. During the lesson, the teacher should use and alternate the following methods of learning: questioning, reading, serving, walking, performing, reviewing benefits, video stories, slides. Such an approach to education helps to improve concentration, development, and increases students' interest in science.

The use of information and communication technologies in music education helps to form the skills of active perception of music, enriches children's musical experience, instills artistic taste in them, which is an important condition for enriching the musical culture of students in general.

If music lessons are conducted using the capabilities of information technology, the effectiveness of the lesson will increase. For example, starting the lesson with listening to a piece of music creates a special atmosphere. A piece of music can be a song or a melody. As a result, the lesson



begins with a creative process in a good mood. After listening to musical pieces, attention is paid to students who want to express their opinions.

Various technologies can be used in the lesson

These devices are different, including computers, electronic effects units, software, and digital audio equipment. Digital music technology is used in all parts of the music industry in the areas of music performance, performance, writing, composing, mixing, analyzing and editing.

If the curriculum provides for only one music lesson per week, this is not enough to form a well-rounded, well-rounded person. In this regard, the problem of increasing the intensity of the lesson, its content and the quality of teaching arises. One of the ways to solve this problem can be modern information technologies.

Information technologies are becoming increasingly important in modern music lessons. Information technologies are understood not only as technologies for using computers and the Internet, which have unlimited possibilities for obtaining and broadcasting artistic, including musical, materials, but also as a variety of computer educational programs, digital educational resources, audio and video materials.

The methodological capabilities of information technologies include:

- strengthening learning motivation (through games, multimedia);
- developing optimal decision-making skills in a difficult situation;
- developing a certain type of thinking (for example, visual-figurative);
- forming a culture of educational activity;
- forming an information culture;
- saving teaching time.

The main goal of using ICT in music lessons can be considered to be increasing the knowledge and creative activity of students. If a music teacher uses modern technologies, students will look forward to meeting with an art lesson, and the result will not be long in coming.

The aim is to determine the effectiveness of educational activities in the process of using ICT in music lessons. To form the educational and cognitive competence of students based on the use of information and communication technologies.

In accordance with the purpose of the research, the following

Tasks were identified:

- 1) to clarify the essence and content of the concept of "information and communication technologies";
- 2) to generalize the experience of using information and communication technologies in music lessons;
- 3) to develop methodological materials on the use of information and communication technologies.

The expected result is to increase the level of cognitive interest of students and the quality of knowledge acquisition through the use of information and communication technologies in lessons. Today, when information is becoming a strategic resource for the development of society, and knowledge is a relative and unreliable subject, rapidly becoming obsolete in the information society and requiring constant updating, it is becoming clear that modern education is a continuous process.

One of the main tasks facing a music teacher is to teach musical skills, broaden their worldview,



deepen their knowledge of the world around us, activate the mental activity of students, and develop creative abilities.

The introduction of modern technologies into educational practice, including music lessons, opens up new opportunities. In this case, the teacher must turn information and communication technologies into a new tool for the aesthetic development of students.

When conducting music lessons, it is necessary to use a number of digital teaching aids:

1. Video sequences: excerpts from operas, ballets, musicals, musical films, classical and popular music concerts; excerpts from feature and documentary films about the life and work of composers.

2. Animation: animation fragments that explain to students the main ideas of the educational topic in a playful way;

3. Synthesized visual images: portraits of composers, performers and groups of performers performing works of world classical music, folk and sacred music, modern compositions; thematic drawings, music graphics, excerpts from manuscripts of musical works; reproductions of works of fine art (painting, decorative and applied arts, sculpture, architecture, graphics, iconography, etc.).

Audio phonograms of musical works, as well as songs that allow students to participate in their performance when working with a digital educational resource.

### Conclusion

Analysis of the results of interviews with students showed that the use of ICT in music lessons increases educational motivation (students noted that they would like to hold such lessons more often), an emotionally positive attitude towards science is formed, and students' attention remains stable throughout the lesson.

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