



PROJECT ACTIVITY OF STUDENTS IN MUSIC LESSON

Karimova Dildora Anvarovna

Associate Professor of Tashkent State Pedagogical University
Named after Nizami Uzbekistan, Tashkent

Ibrakhimjanova Gavhar Amanbaevna,

Senior lecturer of Tashkent State Pedagogical University
named after Nizami Uzbekistan, Tashkent

Salimova Dilafruz Ibragimovna,

Teacher of Tashkent State Pedagogical University
named after Nizami Uzbekistan, Tashkent

Abstract

This article discusses approaches to the organization of project activities of students at school: what is the project method, what are the main requirements for a project, how to properly plan project activities in the classroom and on a school scale, what are the main problems and difficulties of the project method, and many others.

Keywords: art, culture, aesthetics, performance, education, teacher, vocals.

The high demands placed on the spiritual image of the younger generation in our country, the condition of the importance of musical education in the cultural and intellectual development of the individual, necessitate the search for the most effective ways of teaching music in secondary school.

Entering the world of art is possible only through active creative activity. Hence, teachers are faced with the task of finding such methods, techniques, forms of work that would contribute to the formation of an active, independent and individual position of students in learning, aimed at the development of their cognitive interest.

Our many years of experience as a teacher and methodologist allows us to put forward the following ideas for improving musical education:

- Change the role of the student: turn him from a passive listener into an active participant in the learning process;
- Increase the intensity of the lesson, its saturation in view of the fact that the curriculum provides only one lesson (one hour) of music per week, which is insufficient for the formation of a diversified harmonious personality;
- Eliminate the contradictions between the technological environment that surrounds the child in everyday life, the presence of high-tech audio and video reproducing devices (QR-code mobile phones, and others) and the technical support of the educational space of the school, in particular the classroom for teaching music lessons. Appropriate technical equipment is one of the conditions for successful learning in music lessons, and, undoubtedly, the quality of audio and video materials used in lessons is



also important. The use of modern technical teaching aids (computer, tablets, interactive music board, electronic piano, sitzator, etc.) will allow you to achieve the desired result.

- increase student motivation: the use of modern information technologies in music lessons makes learning bright, interesting, memorable for students of any age, forms an emotionally positive attitude towards the subject. The information provided by computer music programs allows you to conduct virtual tours of the museum of musical instruments, travel across countries and eras, getting acquainted with samples of musical art, with the best performers in the world, with various styles and trends in the art of music.

All this makes it possible to put into practice those ideas that contribute to the effective solution of educational problems, the achievement of a new quality of education. Forms of mastering information technologies in music lessons can be the preparation of reports, the solution of tests, the implementation of projects through electronic presentations. The purpose of using these forms is to organize a comfortable learning environment in which all students lively interact with each other.

At the present stage, pedagogical science has in its arsenal various directions of new pedagogical technologies. These usually include developmental, problem-based learning technologies, the development of critical thinking, interactive learning, game technologies, which are based on the activation and intensification of students' activities.

The principles and technologies of developing education may well become the foundations of a new approach to the organization of the musical pedagogical process as a process of cognition. In it, the development of thinking is considered as a process of personality formation, knowledge (theoretical, methodological, performing) - as connections (associations) of a given element of cognition with all other elements of cognition, an understanding of the place and meaning of this element of cognition in the system under study.

In the developing system of education, it is assumed that knowledge can be obtained only in the process of cognitive activity. The main task of the teacher is to organize and manage the active cognitive and creative activities of students.

Problem-search technologies can be used to create musical and pedagogical (artistic and pedagogical) situations in class, in creating their own versions of interpretations of a work by a student on the basis of perception, holistic and performing analysis and synthesis of a work, creating their own artistic and performing model (version) of a work and the choice of artistic, technical, performing means of its implementation.

A significant place among the forms of organization of the educational process is occupied by project activities.

Project activity is becoming an increasingly important component of the musical education of schoolchildren, since it provides not only the fulfillment of the requirements and tasks of the teacher, but above all the initiative and independence of the students themselves, while the teacher acts only as a consultant. The obligatory end result of such an activity is the creation of a certain product. It can be organizing a competition or holding a school holiday, an independently learned piece of music or staging a fragment of an opera performance, creating a musical and poetic manuscript magazine or composing a class anthem. Not all students are ready for this kind of activity, but there are always those whose initiative it is enough only to direct and correct in time.



Project activities in music lessons allow to:

- systematize and deepen the knowledge gained by students;
- enrich the artistic interests of students through independent search for new information;
- expand the experience of musical and creative activity.
- teach schoolchildren to use Internet resources, music dictionaries for musical self-education.

The main thing in the project method is that as a result of joint group activities, students not only gain new knowledge, but create some kind of educational product, material of joint work. The work on the project is carefully planned and discussed with the students.

The relevance of using the project method in musical pedagogy lies in the fact that the ideological center of the project being created is music, which is associated with sensory cognition, with a person's interest in the perception and creation of a musical image. The use of the project method as a means of developing interest in music is relevant because, by acquiring universal algorithms of activity with its help, schoolchildren learn to view their achievements through the prism of the value aspect, the aesthetic ideal reflected in music.

The project is carried out according to a certain scheme:

1. Preparation for the project: study the individual abilities of each student, choose a project topic, formulate and discuss the idea of the topic with the students

2. Organization of project participants: to form working groups of students, where everyone will have their own responsibility.

3. Implementation of the project: search for new and discussion of additional information, the choice of methods of project implementation (these can be drawings, musical performances, newspapers, etc.)

4. Summing up the results of the project work.

Requirements for using the project method:

- * the presence of a significant research creative problem that requires a research search for its solution;
- * practical, theoretical, cognitive significance of the expected results;
- * independent (individual, pair, group) activity of students;
- * structuring the content of the project (indicating the phased results);
- * the use of research methods: defining a problem, proposing a hypothesis for its solution, discussing research methods, formalizing the final results, analyzing the data obtained, summing up the results.

In the progress of using ICT in a music lesson, children learn, comprehend, master the laws of the musical language, learn to be aware of and reproduce music. All this broadens the horizons of students, expands the horizons of performing activities, makes it possible to significantly increase the level of performing skills, and develop the musical abilities of children.



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