

METHODS OF USING VISUAL AIDS TO INCREASE THE EFFECTIVENESS OF QUALITY IN THE LESSONS OF MUSIC CULTURE

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Annotation: This article discusses the methods of using visual aids to increase the effectiveness of music culture lessons. There is also a theoretical basis for the importance of visual aids.

Keywords: music culture, results, visual aids, education system, pedagogy, methodology.

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 pedagogy around the world. Therefore, at the present stage of education, the task of reforming education is based on the formation of innovative, creative information teachers responsible for educating the younger generation in the rapidly developing environment of information and information technology, computerized model teaching. 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 depends on the ability to use it effectively and appropriately in the learning process.

At present, 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 technologicalization 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 applied to the educational process.

The subject of "music culture" taught in general secondary schools, due to its specific structural features, expressiveness, nature, interrelation with a number of disciplines and arts, and the subject of teaching. It is related to the general laws of nature. This, in turn, requires the use of a variety of methods in the teaching process, for example, the use of visual aids, in order to ensure the organization of music lessons, its high quality and success.

The culture of music is an important factor in determining the content and quality of education, the use of the most advanced, effective, tested and effective methods and tools used in the process of education and upbringing. The introduction of new pedagogical, innovative teaching technologies in the education system, the rapid changes in science and technology require specific innovations in the field of education.

As in all spheres of education, in school education, in the organization and teaching of music lessons, each class skillfully uses different methods and techniques in each activity of the lesson. The primary focus on originality and responsiveness is a requirement of the period. Therefore, in the teaching of the subject of "music culture" in general secondary schools, along with advanced pedagogical technologies, non-traditional teaching methods, general, private, oral, visual, practical application of pedagogical theory. , play, compare, work with children with a lack of musical skills, use assessment and motivation techniques in their place. In the scientific research of leading scientists in the field of music pedagogy in our country, it is scientifically substantiated that the requirements for the level of professional training of a modern music teacher can be positively addressed in the successful use of private methods.

In the lessons "Music Culture" with a deep understanding of the specifics of the subject, its tasks related to practical and creative performance, knowledge, skills and abilities in music theory, history, vocal, choral performance included in the textbooks on the topics of the year and quarter In the formation and

strengthening of students, as well as in the process of mastering their musical-theoretical knowledge, the use of various effective methods, the method that encourages research is a special method. These methods can be used in a variety of ways, methods, and tools to organize music lessons in an interdisciplinary context.

As a result of using several different methods of teaching in an hour-long lesson, the student may express his / her attitude to at least one activity and style, show interest, or ask questions to clarify some misunderstandings. As a result, the student's attitude towards the lesson, or the topic being studied, increases the desire for learning and learning activities. Experience has shown that if a student becomes interested in any type of music, he or she will begin to prepare for lessons on his or her own, expect music lessons to take place, to express himself or herself, and to learn what he or she knows. With practice, experiences related to the desire to be proud appear in front of many.

The use of visual aids during the lesson is aimed at conveying the topic to the students and is based on evidence from various sources, which makes the lessons more interdisciplinary.

Demonstrative methods are also important in ensuring the quality and effectiveness of education. The need to use demonstration methods seems to be worthwhile to follow the principle of demonstration. The neurons that make up 30% of the human brain's vision and only 3% of its hearing. Research in the field of pedagogy and psychology shows that 85% of the knowledge acquired by an individual is absorbed by visual receptors. This means that the proverb "Better to see once than hear a hundred times", which is often used by the Uzbek people, has a scientific basis.

Demonstration method is useful in revealing the dynamics of the object under study, and at the same time is widely used to provide complete information about the appearance and internal structure of the object. Demonstrations of natural objects usually focus on their appearance, and then move on to the study of their internal structure or individual features. Demonstrations are often made using the

subject or drawing of the objects being studied. Demonstration of experiments can be done by drawing on the blackboard or using a special device by the teacher, which will make it easier to understand the principles underlying this experiment.

Demonstrating objects, events, or processes in a natural way is more didactic, but it is not always possible. Therefore, teachers use artificial environments or use artificial objects to demonstrate natural objects.

The effectiveness of the image often depends on the teacher's mastery of the presentation technology. The didactic significance of the use of instructions in the learning process is determined by the fact that they can fully explain the essence of the object under study. In fact, the illustrations are prepared in advance and shown in the required amount during the lesson, otherwise the increase in their number will confuse the learners in understanding the essence of the event. In some cases, you may need to use handouts or hardware.

In order to be effective in using visual methods, it is advisable to follow the following conditions:

- ❖ *The exhibition is appropriate for the age and level of development of students;*
- ❖ *The objects on display are clearly visible to all learners;*
- ❖ *the initial stage of the show and the separation of the main processes;*
- ❖ *The demonstration of the experiments is based on the drawing of a model, equipment, weapons or experimental scheme;*
- ❖ *Demonstrations and illustrations should be consistent with the content of the study material.*

In didactics, the principle of demonstration is clearly considered on the basis of the principle of unity of the abstract. Understanding the origin or image of an object or event is the first and simplest act of knowing a being, a reality, and serves as the basis for forming clear ideas and abstract concepts about the things, processes, and events being studied.

The tutorials are used in the following cases:

- ✓ when the object of study is very large or very small;
- ✓ when it is not possible to see the original object or event;

- ✓ Direct observation of the origin of the object or event under study - if possible;
- ✓ When a graphical representation of a concept is required;

Using this method, the teacher directs learners to the process of active learning, in a word, to independently study objects, make the necessary measurements, make connections, as well as to understand the essence of events. should. The effectiveness of the demonstration depends in large part on the teacher's ability to select the visual material according to the learner's level of preparation and to focus as much as possible on the important aspects of the subject being presented.

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