THE USE OF MODULAR LEARNING TECHNOLOGY IN THE STUDY OF THE SUBJECT "METHODS OF TEACHING MUSIC AND SCHOOL REPERTOIRE"

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Abstract
The content of this article is devoted to the application of modular learning technologies in the study of the subject Methodology of teaching music and school repertoire

Keywords
Module, methodology, modular training, concept wheel method, reception «True and false statements», standard tests, non-standard tests, thinking students, Karl Orff, «Shulwerk».

Introduction
In his speech at a video conference chaired by the President of the Republic of Uzbekistan ShavkatMirziyoyev on October 30, 2020 to discuss issues of improving the education system in the country, accelerating the development of science, "Methods of teaching at school if it does not change, neither the quality, nor the content, nor the environment of education will change. It was noted that it is important to study modern curricula and teaching methods in the world and introduce them in secondary schools of our country".

Today, every teacher and educator, university teacher who can apply the latest positive innovations in the field of education and science in the educational process, has a deep knowledge and outlook, in short, the best of our time and society. should be advanced representatives.

The word "method" got its name from the Greek word "methodos", which means in translation "the way to something" or teaching, theory, knowledge. In the pedagogical dictionary of the compilers Kodzhaspirov G. M. and Kodzhaspirov A. Yu., The word "method" is given the following designation: "a method is, as a rule, a certain ready-made"recipe", algorithm, procedure for carrying out any targeted actions. Close to the concept of technology. The technique differs from the method by the concretization of techniques and tasks".

And so from the above, we can conclude that the methodology is a combination of methods, methods and types of activities of a teacher and a student in achieving any goal in the educational process.

The technique is subdivided into general and specific techniques. The general methodology includes the main types, methods and methods of teaching that are used in the study of various subjects. A private methodology, based on the essence of a particular subject, based on the general methodology, determines the methods and techniques of teaching this subject.

"Methods of teaching music and school repertoire" is one of the academic disciplines in the specialty 5111100 - music education, designed to train specialists in the field of music pedagogy.

The aim of the course is to form a valuable, creative attitude of students to the profession of "music teacher" and theoretical, pedagogical and practical training of a future music teacher for methodologically competent professional activities.

The objectives of the course are as follows:

- to give students an idea of the possibilities of musical education for children, from the moment they enter school until graduation;

- to reveal the content of music education at the present stage;

- to develop an active and conscious perception by students of the best examples of world musical culture, to accumulate on this basis the baggage of musical impressions necessary for mastering methods and techniques;

-work with musical material during music lessons and after school hours;

- to develop the performing potential of the future music teacher.

The subject consists of three independent modules. The first module "Theory of Teaching Music" contains theoretical aspects of musicology, focuses on the goals, objectives, principles of music education, as well as types of musical activity as ways of active creative involvement of children in the art of music.

The second module "Methods of teaching music" is a logical continuation of the first section, based on knowledge of the theory of teaching the subject, the issues of organizing music education of schoolchildren and methods of teaching music in grades 1-7 are considered. The attention is focused on the types of musical activities of children, methods of musical and aesthetic education, technology of conducting a music lesson, methods, didactic principles.

The third module "The system of music education abroad" gives students an idea of the stages of development of foreign music education, they get acquainted with the history and current state of music education, study the methods and concepts of music education in foreign countries.

II. Materials

In modular training, in the process of working with the module, the future music teacher independently gets acquainted with the materials of the module and at the same time independently adjusts the pace of his activities. And the teacher's task is to promptly advise and motivate this process with competently composed theoretical material, tests, puzzles, presentations, cognitive tasks, videos, etc.

Modular training offers great opportunities for individualization of training. A correctly designed module ensures guaranteed learning outcomes. When compiling the module, the teacher should focus on the possibility of designing the educational process, the level of training of the student, his cognitive interests, practical skills, as well as computer skills.

III. Methods

1. Analysis of scientific and pedagogical literature and articles.
2. Study and generalization of advanced pedagogical experience.
3. Carrying out experimental tests.
4. Conduct appropriate pedagogical observations.
5. Methods of data processing: qualitative and quantitative analysis of research results.
6. Use of methods such as "Ponyatiynoe koleso", "Vernye i nevernye utverjdeniya", "Standartnye testy", "Nonstandardnye testy", SWOT-analysis, Summary, Assessment, Concept analysis.

IV. Results

This study highlighted the positive impact of the use of technological modular lessons in the study of "Methods of teaching music and school repertoire." The new requirements for education set new tasks for each university and teacher. This creates favorable conditions for improving the quality of education, improving the material and technical base of educational institutions, as well as for obtaining in-depth and effective knowledge from students.

V. Discussion

When compiling assignments for the module "The system of music education in Germany", you can use the "concept wheel" method.

Key words are suggested for the task: the beginning of the German traditions of musical education, VIII-IX centuries, Charlemagne, tribes: Alemanns, Bavarians and Thuringians, the Frankish state, Louis the German.

Students are encouraged to use key words to compose a "concept wheel" and record the chronicle of the beginning of German musical education traditions, as well as write down the tribes alphabetically, which became the basis of the German people.

And also when drawing up assignments, you can use the "True and False Statements" technique.

For example, a sequence of student activities is proposed, that is, first to complete the task, and then familiarize yourself with the lecture materials. Then return to these statements and assess their reliability.

The task offers the following statements:

-The beginning of the German traditions of musical education can be found in the VIII-IX centuries;

-The founder of the Carolingian dynasty, Charlemagne, united the tribes of the Alemanni, Bavarians into the powerful Rotling state;

-Unification of the Aleman and Turing tribes into the creation of a powerful French state;

- The Frankish state included the tribes of Alemanni, Bavarians and Thuringians;

-Frankish state under Charles's grandson, Louis the German, (X century) began to be called Germany, etc.

Students choose the "correct" statements based on their own experience or simply by guessing. There is a setting for the study of a new topic, key points are highlighted. After getting acquainted with the basic information (the text is a lecture on this topic), students, using the information received in the lesson, evaluate the reliability of their statements. Then they consolidate the knowledge gained by watching a video or presentation.

Compilation of non-standard tests for this module will increase the motivation of the lesson. As we know, tests are divided into two groups, these are standard and non-standard tests. Standard tests consist of a question and several answers. Students are offered a choice of one of several answers.

Non-standard tests develop students' thinking, and the task for these tests is composed in three forms:

- this is an open-ended assignment;

- tests for establishing compliance;

- as well as tests to establish the correct sequence.

In an open-ended test, the student writes down the correct answer himself. For example, you might ask the student to insert missing words in the test:

1. Dances and movements in the system of Karl Orff "Schulwerk" are accompanied not only by playing musical instruments, but also ...

a) rhythmic exercises

b) "sounding gestures" - claps, slaps on the hips, stamping feet,

clicks of fingers, clatter of tongue, etc.

   c) recitation

   d) theatrical scenes

2. "Schulwerk" is .... for choral performance accompanied byinstruments

   a) exercise

   b) playing music

   c) a five-volume collection of plays

   d) recitation

Test tasks for establishing correspondence are offered in the form of two sets. The first set is "problem statement" and the second set is "problem disclosure". When performing test tasks for establishing correspondence, the student must determine the correspondence between the elements of the two sets. In this case, it is necessary to bring into conformity the following formulations on the topic "Musical-rhythmic movements".
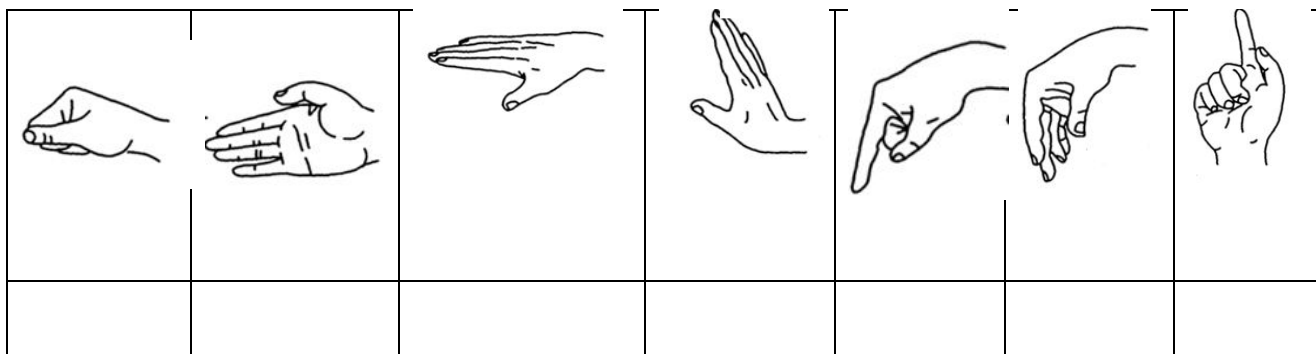
Matching task:

1. Bring into line the following wording on the topic:

   "Musical and rhythmic movements"

1.An important type of musical and rhythmic movements	A. Exercises
2.One of the activities in which the content music, its character, images are transmitted in motion	B. Music game
3.Active activities aimed at performance of musical and rhythmic tasks	V. Musical rhythmic movement
4. repetition of the same thing movement for teaching	S. Plyaski
Key totestnumber 1	**A – 4, B – 3, V – 2, C – 1**

Buildings to establish the correct sequence are also referred to as non-standard test tasks. In these tasks, the student must show his knowledge in the chronology of events, placing the correct order of elements or the correct construction of logical chains.

In this test, students are asked to arrange the order of the items correctly.

1. Boris Trichkov in his system offers visual representations of relationship of steps when using hand signs. Byfigure, determine the name of the notes and steps and under each figure put the corresponding number
1)III-mi; 2) V-sol; 3)II- re; 4) IV-fa; 5) I-do; 6) VI-lya; 7)VII- si;

VI. Conclusion

In modular training, in the process of working with the module, the future music teacher independently gets acquainted with the materials of the module and at the same time independently adjusts the pace of his activities. And the teacher's task is to promptly advise and motivate this process with competently composed theoretical material, tests, puzzles, presentations, cognitive tasks, videos, etc.

Modular training offers great opportunities for individualization of training. A correctly designed module ensures guaranteed learning outcomes. When compiling the module, the teacher should focus on the possibility of designing the educational process, the level of training of the student, his cognitive interests, practical skills, as well as computer skills.

New requirements for education pose new challenges for each university and teacher. This is improving the quality of education, improving the material and technical base of educational institutions, as well as creating favorable conditions for obtaining deep effective knowledge from students.

Thus, with the help of a variety of non-standard test tasks, it is possible to diversify the consolidation of the module's material, as well as to determine the knowledge, skills and abilities acquired by the student on the topic covered.

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ISSN: 2643-9603 Vol. 5 Issue 4, April - 2021, Pages: 181-182 www.ijeais.org/ijaar 181 "Formation Of Student Aesthetic Competition By Teaching The Works Of Russian Classic Composers In Music Culture Classes" IsmailovTohirjonXushnudbek o'g'li1 and Karimova Dildora Anvarovna2.