



DISTINCTIVE FEATURES IN THE ORGANIZATION OF INDEPENDENT WORK IN THE MUSICAL ACTIVITIES OF STUDENTS

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Annotation

The article describes the problems in learning musical works independently, the lack of skills and competencies in learning musical works independently as a result of low level of use of educational literature and internet resources in information resource centers, lack of skills in playing instruments, vocals, singing in a choir, insufficient musical literacy.

Keywords: independent education, work on oneself, credit-module, creativity, creativity, professional competence, skills and qualifications; ability to intellectual learning.

Introduction

The reforms carried out in recent years to further improve the educational system in our country require the need to improve the quality of training of pedagogical personnel on the basis of Advanced International Standards, to educate modern pedagogical personnel with high cultural, practical professional skills, who have mastered the teaching methods and assessment criteria.

The issue of bringing the educational programs used in developed countries of the world to the heights of perspective by introducing them in accordance with the educational requirements of our country is an integral part of the concept of development of the higher education system of the Republic of Uzbekistan until 2030. The fact that the issues of development of the educational system are determined by the government and discussed on the basis of high requirements indicates how relevant it is. In particular, Article 15 of the educational law of the Republic of Uzbekistan No. 637 of September 23, 2020 found that it is advisable to introduce a form of distance education, dual education and independent education in addition to the forms of full-time, part-time, evening education from the forms of Education.

Also, according to the decree of the Cabinet of Ministers of December 31, 2020 No. 824, since the 2020/2021 academic year, the procedure for gradually transferring the educational process in Republican higher education institutions to the credit-modular system of education on the basis of the European Credit Transfer and Accumulation





System-ECTS has begun to be introduced. The qualification requirements, curriculum and science programs of undergraduate educational areas and graduate specialties, where the credit-module system was introduced, were improved. In order for a student to accumulate appropriate credits from a particular subject, the need arose to master a certain amount of educational load. Accordingly, the fact that the curriculum was divided into 50 - 60% of independent hours of work in the baccalaureate required a radical change in views on education.

It is known that in the field of music, students are given knowledge on the basis of certain DTS, qualification requirements, educational plan and science programs in all forms of Education. Regardless of the educational focus of the music field, in addition to audience hours, the curricula of the tracks also include hours reserved for the Independent Education of students. In the case of Model science programs, the subjects of Independent Education will be reflected. Each faculty member, on the basis of the curriculum and the science program, introduces independent educational hours and topics into the working curriculum of science, on the basis of which the teacher develops his educational and methodological complexes.

In the practice of music education, lectures, practical, laboratory and seminar classes are held from tomomni, professors, but, in most cases, students in independent education are not assigned. The requirement for the implementation of Independent Education is only within the framework of the working program of science-gina, and the educational materials given in the sample program remain unfulfilled. Even in the case of execution, it is limited to preparing only one abstract or presentation, playing a piece of music on an instrument, singing a song. This is leading to a qualitative decline in the level of musical knowledge of the trained personnel. As a result, the circle of thinking of students on educational materials remains limited to the formation in a narrow state. In them, the fading of research and creativity in the field of musical art, the lack of the formation of the skill of independent work on oneself, the low level of educational literature and the use of internet resources at the Information Resource Center have worried music SOAS specialists.

Scientist M.S. According to mukhitdinova, "in the specialist of the modern system of music education, it is necessary first of all to design and formulate qualities and peculiarities that will allow him to become a subject of the pedagogical process in the future." An example of this will be professional knowledge, skills and qualifications that determine its musical-professional competence; the ability to intellectual learning; the ability to work mentally; mental stability; creativeness skills and the ability to cooperate, collective-organizational, joint, co-operative activities. The integrity and development of these components determines the level of professional mobility of the





specialist. Who the graduate will be in the future, whether he is a performer or an educator in the music industry, what level of training he has and what age category he works with, all this is very important when designing. As a result, the identification of the student's purpose in life and plans for further activities serves as an important factor in his professional training.

In practice, however, most students lack the skill of playing musical instruments, singing vocals, chorus. This is due to the fact that at present in most higher education institutions, training in Instrumental Performance, Vocal Performance, conducting and other specialty disciplines is carried out in the form of a group or small group is being increased. This situation is causing a decline in students' skills in instrument performance, conducting, singing in choir, and teaching singing. Taking into account the fact that students have to perform tasks assigned from music disciplines, in order to improve the skills of musical performance, the student must work more on himself, perform assignments independently. But not all students know ways to get independent training in music, including playing a piece of music on an instrument, developing vocal-choral skills, mastering conducting behavior, or spend their time unplanned, coming to classes without completing the resulting assignments.

The problem has been dizzy and commented on by many faculty members. In particular, it is worth noting that some scientific research has been carried out to carry out work independent of the musical Sciences, methodological manuals, methodological instructions and recommendations have also been published. However, despite this, the level of performance on the instrument, singing in the choir, vocal-choral qualifications, conducting, musical literacy in general, is low in most students. This can be seen in the activities of students who are currently studying, as well as in the activities of young teachers who have completed their studies and work in their profession. There are various reasons why such shortcomings are manifested. One of the main reasons in our eyes is the fact that students do not fully receive a high level of knowledge in the process of training in the educational audience. In doing this, the independent educational process should take on the role of independent training on an instrument, complementing knowledge in the development of musical literacy, developing skills.

Another aspect is the regular practice process in performance. It is known that music education is a complex educational process in which students, in addition to realizing the essence of music material, melody or song, understanding it, learning and memorizing it, continue the teacher-student tradition for years to form skills for performing this work with high skill and artistic taste, requiring regular practice under the guidance of a specialist.





Although the direction of Music Education approved by the Ministry of Higher and secondary special education of the Republic of Uzbekistan is defined in the educational plan as a laboratory training type of Instrumental Performance and Ensemble, Vocal and Modern Music, Piano and additional instruments, conducting disciplines, in most cases these specialty disciplines, as noted above, are held in groups, and the time allotted for

That is why the activities of children's music and art schools with all amenities, specialized art schools and boarding schools of status and other music genres are established by our government to train talented young people in music in all regions, cities and districts. From an early age, children will receive a step-by-step education in the direction they are interested in and choose, that is, they will continue their studies first in children's music and art schools, then in specialized art schools, art school boarding schools or or akademic lyceums, and later in higher education institutions, which will bring high results. This chain learning process shapes and develops the skills and competencies of students ' musical literacy, musical memory, ability to analyze and sing works, play instruments, and, stage culture and concert performance. Therefore, it will be advisable to demand that there is a certificate and a diploma that students in this educational direction have acquired a primary music education in the process of admission to the direction of music education of higher educational institutions, taking into account the features of requiring special talent from students and its aspects. The reason is that the sitting of students with musical literacy, singing, playing an instrument, as well as those who do not have any theoretical knowledge without the ability to sing or perform on any instrument with students whose concert performance has long formed skills and qualifications, will cause professors a number of problems in the process of passing the session, as well as dull competition between students. This is manifested in:

- ✓ The lack of musical literacy in a given work at the time of studying the cause scale, contributions in it, does not understand the stretches of sounds and pauses;
- ✓ Not having an understanding of the means of expression;
- ✓ Postanovka (case), the application allows errors and shortcomings;
- ✓ The reader does not understand the barcodes aimed at expressing the character of the work or melody and cannot play it;
- ✓ A note path and a note in it does not know the location of the notes, cannot read the note from the sheet;
- ✓ Lad and tonalities, and the lad does not understand the signs in it;
- ✓ Harmonica, polyphony and music do not understand the terms;
- ✓ The speaker does not know how to sing or play the instrument on a note;





- ✓ The excitement will be strong when playing in front of the team;
- ✓ Postanovka, due to errors in the applicator, cannot play the work at the specified pace (tempo), etc.k.

Such shortcomings prevent students from working independently on themselves, independently expanding their knowledge, reduce the effectiveness of training by professors, zerkish appears during training in students with primary music education, there is no competition between students, the teacher cannot fully explain the topic for a specified period of time, and as a result, the topic is not mastered. These aspects also negatively affect the attendance of students in the future. Because the fact that students with primary music education have zerkish during training is the reason, while students who do not have primary music education do not understand the subject, as well as cannot fulfill the established requirements and do not understand it creates the basis for them to skip classes because they feel ashamed, uncomfortable.

CONCLUSION

Therefore, ensuring the practice of improving the qualities of cooperation, collective-organizational, harmony in the development of professional knowledge, skills and qualifications that determine professional competence in a student, ensuring the ability and mental stability of intellectual learning on the basis of his independent education in the thorough mastery of musical performance is one of the modern requirements of Education.

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