

## Practical Technological System of Development of National Music Listening Skills in High School Students

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### ANNOTATION

*This article provides detailed information about the practical technological system and the use of various pedagogical technologies in the development of children's listening skills of national music in secondary schools.*

**KEYWORDS:** *music, culture, practical technology, direction, education, lesson, listening, idea, pedagogue.*

These circumstances require a fundamental improvement of the development and dissemination of innovative ideas and technologies in music education of our country.

In the "Strategy of Actions" on the five priority areas of development of the Republic of Uzbekistan in 2017-2021, "Increasing the quality and efficiency of the activities of higher educational institutions, stimulating scientific research and innovative activities, putting scientific and innovative achievements into practice creation of effective mechanisms" [1] is fully guaranteed by our state. At the same time, the concept of developing the teaching of music culture in the public education system of the Republic of Uzbekistan is the concept of the development strategy of the Republic of Uzbekistan until 2035, based on the decree of the President of the Republic of Uzbekistan No. PD - 5712 of April 29, 2019 adopted "Concept of development of public education system of the Republic of Uzbekistan until 2030" [2] Decision No. PD-4312 "On approving the concept of development of the education system until 2030" on measures of the Cabinet of Ministers of the Republic of Uzbekistan No. PD - 2707 of December 28, 2017 "On measures to organize the retraining of pedagogues and their professional development" No. 1026 [4], Resolution No. 391 of May 13, 2019 "On measures to further improve the activities of preschool educational organizations" [5] and the President of the Republic of Uzbekistan of November 29, 2017 Based on the content of Decree No. PF-5264 [6] "On the establishment of the Ministry of Innovative Development of the Republic of Uzbekistan" "...innovations in the education system, including modern, interactive and creative methods of teaching to support the promotion through dissemination, to ensure the development of innovative educational programs that provide for the wide use of digital technologies", as well as "in educational organizations" defined in the new version of the "Law on Education" There are a number of problems in implementing the criteria of supporting innovative activities and implementing educational programs using innovative technologies, as well as the tasks defined in other regulatory and legal documents related to this activity. Including:

In the preschool education system:

- e-learning resources also help to provide opportunities for self-development to students. Such resources help provide opportunities for students to self-assess and improve. Thus, it is very important to provide modern e-learning resources for students;
- failure to complete work based on the study of advanced foreign experiences on the assessment

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and improvement of educational efficiency in pre-school educational organizations;

- insufficient provision of qualified pedagogic personnel of preschool educational organizations;
- the study of advanced work practices and their popularization are not organized at the required level.
- In general secondary education:
  - in order to ensure economic freedom, the creation of alternative textbooks based on DTS by practicing teachers and the use of them in the form of experimental testing was not established;
  - games and exercises that create interest, enthusiasm, art-technologies have not found their reflection;
  - that students are not trained based on the principles of individual-oriented education, working in mutual cooperation, training in this subject;
  - that the experience of advanced foreign countries was not taken into account in the teaching of this subject;
  - non-observance of the principles of systematicity, coherence and continuity in the content of educational programs and textbooks;
  - lack of sequence and consistency in topics;
  - the educational materials in the textbook can serve to equip students with knowledge about music, but they do not provide an opportunity to form practical skills, social and emotional competencies (virtues);
  - the topics are not systematized in a consistent manner, and in some of them, too many scientific terms are used.

Educational institutions play an important role in promoting cultural and artistic values among students. In addition, ensuring spiritual and intellectual well-being is important for the general health and happiness of a person. By fostering a sense of community, promoting positive values, and encouraging personal growth and development, people can live fulfilling and meaningful lives.

The development of students' listening skills in national music can be approached using various methodological features. Some key elements that can contribute to an effective approach are:

**Integration of components:** The development of listening skills in national music should include the integration of various components. These components include interest, perception and value attitude towards musical works. It is important to develop students' interest and passion for national music, to increase their ability to perceive various musical elements, and to form a positive and appreciative attitude to the cultural value of musical works.

**Competency approach:** Competency-based approach is aimed at developing students' general skills in listening to national music. This approach emphasizes not only the acquisition of knowledge, but also the development of practical skills, critical thinking, and cultural understanding. Pupils should be encouraged to actively engage in national music, to study various genres and styles, to analyze musical structures, to gain a deeper understanding of the cultural and historical content of music.

**Logical Structure:** Providing logical structure vertically and horizontally helps students organize and understand the information they encounter while listening to national music. Vertical structure refers to the development of complexity and depth within a particular musical style or genre. Students should start with simpler pieces of music and gradually progress to more complex compositions. Horizontal structure means studying different musical styles, genres and historical periods. This approach allows students to have a broad understanding of national music.

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**Active Listening:** Encouraging active listening is essential to developing students' listening skills. Pupils should be taught to listen carefully, to analyze musical elements such as melody, rhythm, harmony, and timbre, to make connections between different musical ideas. Active listening can be facilitated through a variety of activities, such as guided listening exercises, discussions, and critical thinking about musical pieces.

**Contextualization:** It is important to provide students with the necessary cultural and historical context for the national music they are listening to. This contextualization helps students understand the social, cultural, and artistic influences that have shaped music and helps them gain a deeper understanding of their significance. Teachers can include discussions, multimedia resources, and guest speakers to provide a rich cultural context for the music.

**Multimodal Approach:** A multimodal approach to developing listening skills incorporates a variety of sensory modalities to enhance the learning experience. This may include visual aids, live performances, recordings, audiovisual materials and interactive technologies. By engaging students through multiple senses, the learning process becomes more immersive and memorable.

In general, a complex methodological approach to the development of students' listening skills in national music should take into account the integration of components such as interest, perception and value attitude, in which a competency-based approach, a logical structure, active listening strategies, contextualization and a multimodal approach. These elements work together to develop a deeper understanding and appreciation of national music in students.

## References

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