

The Importance of Using Integrated Methods in Teaching Music Teaching

Qobil Voxidov Qodirovich

Teacher of the Pedagogical Institute of Karshi State University

Abstract: Music teachers are increasingly using technology to develop new strategies to engage students. Where once we considered acoustic instruments, pens and paper as the main teaching tools, now, with the help of technologies such as the iPad and educational programs, it is possible to engage students in the creative study of music. Integration and its effectiveness.

Keywords: music education, student, integration, method, education, skill.

Introduction

It is known that music education, along with other disciplines, information technology is closely linked with IT. Music teachers are also using IT technology to increase student learning and engagement because it has more sophisticated and user-friendly technology.

Indeed, while the specifics of using music as a teaching tool vary depending on the teacher and the resources of a particular audience, the overall evolution of music education tools and technology is evidenced by several key trends. Music technology usually encourages the sharing of music on a large scale. This trend can be seen in music and educational tools such as Sound trap or Google Classroom, as well as on wider multimedia social platforms such as YouTube and others.

Music education tools have emerged that offer additional practice to complement classroom learning with specific skills, such as ear training apps that help students learn how to adjust volume. These tools open up opportunities for self-study and allow teachers to focus on other key skills.

Technology is just a tool, and a tool will not be useful unless it understands the different ways it can be used to achieve a particular result in a particular context. If music educators want to effectively integrate technology into teaching, learning, and evaluation, more is needed than understanding specific technological tools. As a result, when learning to use technology with students, it is important for music teachers to consider targeted learning objectives, advantages and limitations of the technology under consideration, teaching and learning strategies to be applied, and context.

LITERATURE ANALYSIS AND METHODOLOGY

Targeted and strategic music teachers can enhance their education to engage students and teach different aspects of music creation and production.

For example, digital media has changed the way many artists create, produce, and distribute music. Some researchers have used this to explore the benefits of platforms such as YouTube, as well as the possibilities of using informal music education to complement learning in a formal learning environment.

However, the best way to integrate technology into teaching is to vary significantly depending on the goal and the needs of the students.



For example, if many students are struggling to master a particular skill, showing other teachers video lessons can help deepen the lesson. It may take some experience to determine what is most appropriate for the audience, but mastering the technology is a clear goal and continuous

improvement thinking can ultimately improve students' learning pathways.

Technology has the potential to transform music and music lessons and share them more widely with others. Smart music teachers use these opportunities to increase their students' activity in creating, performing, and listening to music.

In addition to covering a wide range of music genres, the syllabus of the program explores advanced concepts in the psychology, music design, and technology of music education in a music classroom. The faculty includes teachers of various professional disciplines, from professional musicians to internationally recognized music education researchers and authors.

DISCUSSION AND RESULTS

Here are the top 5 reasons why music education can be beneficial for our students:



- ✓ The music education program gives its students an aesthetic experience.
- ✓ Music education instills "life values" in students. Some of them include; builds discipline, collaboration, social skills, and good character.
- ✓ Knowledge of music technology, music history, music theory, and music culture reinforces knowledge in other disciplines.
- ✓ Music often creates a sense of school spirit, which in turn gives students a sense of self-worth, which almost always reflects a positive attitude.

Promoting the arts is what our students need to excel in all aspects of life.

A person who studies composition is a person who wants to create his own music and at the same time decides to act independently in many cases. Whether it's about independent new works for a concert hall, music in a medial context, or an artistic statement in a released audio medium, composers are always in a very ambitious environment that faces equally high artistic and technical requirements.

Methods and their importance in music education

Imitation forms a student's repertoire of melody, rhythm, meter, tempo, and dynamics. Students will master the basic musical materials for the “instrument box” for use in more complex lessons in the future.

The search method — students begin to understand and even apply what they have learned through imitation. They hear the movement of tones, the content of rhythms, the movement of the meter, and they learn the timbre of any instrument or sound they have access to.

After improvisation-research and imitation, students can not only understand, but also apply some possible combinations of rhythm and height, shape and dynamics, etc., in a musical context.

REFERENCES

1. Mamadjanova, E. (2016). On the issue of preserving the Uzbek musical heritage. *Actual problems of modern art history in Uzbekistan Digest*, Tashkent, Uzbekistan: San' at.
2. Polatkhanova, N. (2005). Peculiarities of stylistics of piano compositions by composers of Uzbekistan. *The Problems of Style Interpretation of Piano Single-piece Pieces of Large Form Digest*, Tashkent, Uzbekistan: Republican methodical and information centre.
3. Halabuzar P.V., Popov V.S. Theory and methodology of musical education: Studies. Stipend. 2nd ed., Rev. and extra. SPb, 2000.
4. 2. Jaques-Dalcroze E. Rhythm. Music & Education. London, 1980. 3. Barenboim L.A. Music pedagogy and performance / L.A. Barenboim. L., 1974.