



**CONTENTS OF MUSIC LESSONS AND REQUIREMENTS
FOR ORGANIZATION**

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ABSTRACT	KEYWORDS
The goals and objectives of the "Music culture" lesson in general education schools, teaching methods, requirements set by the state educational standard, ways of organizing lessons based on new pedagogical technologies, and lesson development by classes samples are provided.	music, lesson, music literacy, rhythmic and musical movements, technology.

INTRODUCTION

The science of music serves to form the spiritual, artistic and moral culture of students, to implement the education of national pride and patriotism, to develop positive skills and artistic taste, to expand the range of thought, to educate independence and initiative. The science of music is connected with all subjects taught in general secondary schools, including literature, fine arts, physical education, work and other subjects.

The introduction of state educational standards in musical education, as well as in all academic subjects, allows full use of our national musical heritage. These are reflected in popular folk tunes and songs, creative activities of singers and musicians, status, shashmaqom, epic, and today's modern musical activities. Such possibilities of the art of music serve as a unique and unrepeatable resource for educating the new generation, for their full development. From time immemorial, Uzbek music education, pedagogy, and its excellent methods have been improved on the example of the teacher-disciple tradition.

LITERATURE ANALYSIS AND METHODOLOGY

State educational standards standardize the elementary foundations of popular folk music pedagogy of professional music creators, music performers, great singers, makomists, and epic works. Usually, the music lesson is in accordance with the teaching principles. It has an educational effect. It is convenient for scientific understanding. The content of the music lesson is in accordance with the curriculum, and it covers the links in the system of other lessons.

In the development of musical literacy, the child's talent is also considered important, along with this, the child's knowledge increases, vocal and choral skills develop, moral aesthetic qualities and attitude to work are formed. The types of musical activity should be connected with each other and pass from one to another.

It is recommended to widely use game methods in the implementation of musical activities, playing instruments and creativity. In fact, these activities are more related to game features. The program has more than enough pieces for listening and singing. In it, works can be chosen in accordance with the themes of the quarter in almost two parts and, if necessary, works outside the program can also be used. Notation literacy, playing instruments, dance movements, as well as the works described in the content of music creation activities are provided conditionally. Depending on the conditions of the lesson, they can be replaced. This requires a creative approach to lesson planning and preparation. In this case, it is necessary to pay more attention to the fact that, although the content of the works and activities is indicated in the program separately for each type of activity, in the planning and conducting of the lessons, it should be derived from the content of the lesson and reveal its essence. It will be necessary. Thus, musical activities in the lesson are logically combined and form a whole in terms of content.

Music literacy should be analyzed not as an independent activity of the lesson, but in connection with all types of activities and it should be consciously perceived. Musical literacy is not information about notes, but about the pre-note period, musical genres, forms, national musical instruments, about the performer, listener, composer and composer, and finally about musical expressions, tune, tempo, register, dynamics, etc. includes.

Music literacy is important as a theoretical unifying activity of all activities. No matter which activity is used in the lesson, the work used in its practice is studied and new concepts are formed about its features (genre, structure, performers, etc.). Therefore, musical literacy consists not only of notation methods, but also a general set of knowledge-concepts that make up the general framework of musical knowledge of students, i.e. musical forms, genres, folk music, composer's music, their differences, local styles of national music, classical music, musical notation, etc.

Pedagogical skills of the teacher in music lessons in general education schools should be of a high level. The law "On Education", "National Program of Personnel Training", "Teacher's proper instructions on musical performance, high professional skills, speech culture, musical literacy" It is necessary to have a deep understanding of the State Education Standard. Only then will his principles of teaching, creative organization of meaningful events increase. At the same time, if pedagogues use the art of music correctly, they should use such areas as listening to music, singing in a choir, musical literacy, rhythmic accompaniment to music, and movement with music. necessary. Only a well-educated child will fulfill the task given by the teacher. It is important to form their musical performance when working independently with students. The state education standard also states that musical performance has a leading feature in the practice of all activities. From this point of view, it is appropriate to rely on new didactic technologies in musical perception of the educational process, to organize it based on several factors that influence the formation of musical abilities of young people. In didactic education, it is recommended to widely use game methods in the performance of musical activities and instrumental creations through an independent task given to the student. Teachers-pedagogues should bring modern programs to education, drawing conclusions from the above points, in order to form the knowledge and skills of students in general education schools, to achieve their perfection, to achieve their professional development. To the extent that the student is involved in acquiring more knowledge and developing creative abilities, the effectiveness of the lesson and the establishment of youth education will be achieved.

RESULTS AND DISCUSSION

Music literacy is one of the sections of the music lesson and plays an important role in music education. Note literacy is important in organizing a music lesson in an interesting way, the child gets to know the names of the notes and the pitches and lows of the sounds even in the first grade, and in the second grade he has a deep understanding of the skills of singing and the types of performance, soloing, soloing, and the tunes listened to in the lesson. is in the way. In a music lesson, all activities are logically connected on the basis of a certain topic, as a result of which the lesson is finally integrated. Music literacy is important as a theoretical unifying activity of all activities.

No matter what activities are used in the lesson, such as music perception, singing, movement with music, playing an instrument, etc., the piece used in its practice is studied and new concepts are formed about its characteristics, i.e., genre, performance, etc. . For this reason, musical literacy does not consist only of notation methods, but also consists of inculcating a set of general knowledge concepts that make up the general musical knowledge of students. The music teacher is a team that forms the most important activity in the lesson, and in the process of teaching singing, we should take the skills of mutual respect, the rules of etiquette, and bring them to the young generation. Nowadays, the education of some of our youth is in a sad state. Even our young people, who are the owners of great talent, go down wrong paths. That's why we should provide free time for young people voluntarily, and hold artistic evenings with mutual debates.

The educational subject of music culture serves to form the spiritual, artistic and moral culture of students, to implement the education of national pride and patriotism, to develop positive skills and artistic taste, to expand the range of thought, to educate independence and initiative. The subject of musical culture is connected with all subjects taught in general secondary schools, including literature, visual arts, physical education, work and other subjects.

Music is an art form that occupies a large place in our cultural life and plays an important role in the development of human personality. Music education is one of the main and complex aspects of the education of sophistication, it teaches to correctly perceive and appreciate the beautiful things around. It is necessary to form the spiritual worldviews of the students while conducting music literacy in primary school. Music equips a person with high taste and forms a cultural outlook. Music has the ability to strongly influence human emotions and is an important means of introducing students to the world of sophistication and moral-ideological education.

Music equips a person with high taste and forms a cultural outlook. Therefore, we should rely on the above sources and organize lessons based on our practical-theoretical knowledge and internet information based on the computer technologies promoted by our country's president, in order to provide sound knowledge to the students who receive education and training in the science of music in general education schools.

In the course of the lesson, students develop their creative abilities by forming musical instruments, musical movements, noticing and following the rules of listening. It is worth mentioning that listening to music enriches the content of the music curriculum. Listening to music and music literacy activities lead to the practice of all other activities with an integral connection.

CONCLUSION

The tunes played to students are characterized by their color. While listening to music, students are observed to analyze the theme of the melody, whether it is fast or slow, and the most interesting thing is that they perform various actions while listening to the music. Listening to music is an independent

part of the lesson. rather, it should be perceived as a musical activity that reveals the subject of the lesson. At the same time, in order to make the lesson interesting, it is also a requirement of DTS to perform movements in harmony with the music along with listening. In the music culture class, children gain musical literacy, learn songs and get aesthetic pleasure. They become familiar with the types of musical activities and learn and follow them in all classes. In particular, listening to music is one of the leading activities of musical activity. While listening to music has its own importance, there are also rules that students follow.

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