THE INNOVATIVE TECHNOLOGIES OF TEACHING IN MUSICAL EDUCATIONAL ESTABLISHMENTS

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Abstract: The article deals with human learning technology in music education. A brief description of the existing technologies and their application in music education. Invited, with the current practice of a systematic approach in the national music education, study, compile and include music and computer technology in everyday learning process by using interactive forms of learning. The determining factor in the innovative development of education are information and communication technologies based on scientific research, since computer networks connect education resources with the participants in this process. The article also identifies and describes the main modern humanitarian technologies that are applied in music education.

Keywords: humanitarian technology education, music education, reflexive, projective learning, critical thinking, problem-based instruction, the technology of "case studies", playing, modular training, organization of independent work of the student.

INTRODUCTION

With the change in the main paradigm of modern education, aimed at teaching and educating a creative, tolerant, communicative personality, mastering the values of the world and domestic culture, which has its own active life position, there is a transition from the teaching activities of a teacher, teacher to cognitive activity of a learner. Currently the system of music education is faced with the task of not only preserving the best traditions of musical pedagogy, but also generalizations introduction into practice of the most effective modern technologies. The term "pedagogical technologies" appeared about forty years back to the United States and is interpreted in different ways, for example, A.K. Kolechenko under pedagogical technology understands the "set of operations for design, formation and control of knowledge, abilities, skills and relations in accordance with the goals set" [1, 150]. Wherein goals must be specific and measurable, and operations repeatable so that other educators can benefit from these technologies. Though the teacher's creativity is encouraged, the teacher's subjectivity should be reduced to a minimum. In a new and broader sense, pedagogical technology is viewed "as a systematic planning method, application and assessment of the entire process of learning and assimilation of knowledge by taking into account human and technical resources and interaction between them to achieve the greatest efficiency of education "[2, 205].

The development of education is becoming one of the important life values in modern society. Human development is one of the conditions for the progress of modern society. Updating modern technologies in learning is largely related to socio-economic changes, taking place in Uzbekistan. Modern professional education is understood as an integrated concept directly related with the labor market, which expresses the ability of the individual to independently change in a certain context various elements of knowledge and skills. This in a certain way reflects the concept of "competence", understood as the scope of authority of the governing body, an official, or, experience in any industry. Mastering a certain level of competence is the student's ability to use and combine knowledge, skills in depending on the changing requirements of a particular situation or problem.

MATERIALS AND METHODS

The main features of educational technologies: conceptuality, consistency, didactic goal formation (didactic procedures, containing tools for monitoring the effectiveness of educational process), innovation, optimality, adjustability, reproducibility, controllability, efficiency. Into the task of the teacher includes serious preparatory work aimed at identifying goals and objectives, principles and methods of teaching, content of classes, design of specific perspectives, selection of project topics, broadening the horizons of students, design and structuring specific operations in the classroom. In these conditions, in the first place there is a cooperation between a teacher of a new type and a student, a kind of educational dialogue of participants in pedagogical

interaction, the formation of a single aesthetic space, educational socio-cultural environment, coordination of classroom and extracurricular work, educational and extracurricular activities.

Most corresponds to the realities of modern music education classification on the following grounds:

- according to the level of application: general pedagogical, private methodological (subject) and local (modular) technologies;

- on a philosophical basis: humanistic, anthroposophical;

- according to the leading factor of mental development: sociogenic, psychogenic;

- according to the scientific concept: interiorization, developmental;

- by orientation to personal structures: informational, operating rooms, emotional-artistic and emotional moral, self-development technologies, heuristic (development creative abilities) and applied (formation of effective practical sphere);

- by the nature of the content and structure: training and upbringing, general education and vocational oriented, subject-specific, as well as mono-technologies (based on the dominant concept), polytechnology (containing elements of various mono technologies), penetrating (technologies, elements of which are included in other technologies in as a kind of catalysts);

- by the type of organization and management of cognitive activity: cyclical interaction of a teacher with a student (with control, self-control and mutual control), directed interaction (individual), automated (using educational tools);

- by methods, methods, teaching aids: programmed learning, problem learning, developmental learning, self-development learning; dialogical, communicative, game, creative;

- by category of students: mass (traditional) school, compensatory learning technologies (pedagogical correction, support, alignment), advanced technology (in-depth study of musical subjects, professional music education).

Despite a significant list of reasons why technologies are classified, it does not reflect all the diversity modern innovations in a multilevel system of musical education, which is a holistic, successive age criteria and level of training, a system integrated into general education and training system. Within the framework of of this article, we will consider technologies that are most actively used in music education: multimedia, technology modular training, ethno-pedagogical technologies, in which methods of folk pedagogy are used.

Compared to others, multimedia technologies have advantage - interactivity, suggesting the possibility students to intervene in the learning process in the form of questions and answers.

"Multimedia technology is understood as a set of hardware and software tools that provide human perception information simultaneously by several senses. In this case, the information appears in the most familiar for a modern person forms: audio information (sound), video information, animation (animation, animation) "[4, p. 160]. Distinctive feature such technologies are multifunctionality, flexibility and versatility, the possibility of an individual approach, intensification of the educational process, enrichment of the information environment.

Of particular importance in the development of pedagogical technologies in the system music education is acquired by audio and video educational materials related to the level of technical equipment educational institution, the presence of not only a tape recorder, a VCR, but also laser CDs, computer training programs, allowing a differentiated approach to each student, give him the opportunity to improve on his own. There is no need to prove how much more effective the process of mastering new musical material in combination with video information, animation, how much attention is activated students to the content of the teaching material presented by the teacher, interest in new knowledge is growing. The learning process acquires more emotional in nature, more sense organs take in it participation, which improves the quality of memorizing musical material.

Complexity of using modern multimedia technologies lies in the fact that not every teacher speaks sufficiently computer technology, software security. Looking for specialists in the field of music education, capable of using such technologies. An important feature application of computer technology is also a restructuring perceptual and psychological apparatus of the learner in a specifically virtual mode. Preparatory stage practical application of computer technology can become didactic game. The prospect of using multimedia technologies is seen in further development of the following musical computer tools: music editors, encyclopedias, game programs, programs- tests and quizzes, combined programs. For students' music schools and colleges promising method is modeling of musical reality, which integrates into a wide variety of different forms and methods, allows create your own original arrangements, orchestral interpretations their compositions, improvisational developments, new sound compositions in computer interpretations.

Mastering innovative methods in training specialists for implementing through educational programs for bachelor's, master's, postgraduate studies, programs of additional education and professional development. The determining factors in the innovative development of education are information and communication technologies, based on scientific research, since computer networks connect education resources with the participants in this process.

Let's designate and characterize the main modern humanitarian technologies that are applied in music education - the most developed technology in Uzbek music education of reflective learning. It is associated with the growing role of subjectivity and self-reliance, the need for lifelong learning. You can designate as the leading music education in the modern world. This is due to the increasing role of reflection in learning. She was used at all levels of musical beginner, intermediate (professional) and higher education. In the use of this technology, we have defined priorities and achievements, which are largely reflected in the leading role of domestic musicians in the cultural life of the planet [8].

In technology of reflexive learning, the subject position becomes determinate the leading factor of the educational process. Personal development performance falls as one of the main educational goals, therefore, special importance acquires interiorization - a psychological concept meaning the form mating the mental actions of the inner plane of consciousness through the assimilation the individual's external actions with objects and social forms communication [1, p. 502]. Interiorization of subject knowledge in organic unity with reflexive-methodological and culturological foundations you create conditions for the development of students' reflective skills. In technology of reflexive learning, conditions are created for the formation of intelligent skills and abilities through personal experience student. Almost all techniques and techniques of the performing arts wa are based on reflective technology.

RESULTS AND DISCUSSION

The technology of projective learning is a fairly new form in the domestic music education. The technology for the development of critical thinking has been applied in Uzbek general music education at the level of vocational training. It could be characterized by the words of D. Brauss and D. Wood, who believed that critical thinking is "reasonable, reflective thinking capable of putting forward new ideas and seeing new opportunities". The problematic situation of the psychological state of the intellectual the student's difficulty arises if he cannot explain a new fact with the help of existing knowledge or perform a known action in the old ways familiar to him, and therefore must find a new one possibilities. This humanitarian technology is presented as problematic training. Problem learning methods are set by the degree of search and creative independence of the student. In the technology of problem learning, a heuristic method plays a special role.

Heuristic learning sets the chain to construct your own meaning, purpose and content of music education. This includes the process of organizing it, diagnosing and realizing the result of this training. The student uses this technology in music education quite often, if not on a daily basis, especially in the performing arts practice through regular rehearsals.

Case study technology in Uzbek music education a fairly new and promising form of education. This method is based on lies the theory of practicing learning [3]. "Case study" is a method of specific situations, situational analysis, i.e. learning using descriptions of real economic, social and business situations. Teaching the student must analyze the situation, understand the essence of the problem, suggest possible solutions and choose the best one. Cases based on are based on real factual material or are close to real situations.

Game learning technology is sufficiently developed in the domestic music education, and exists in a variety of forms of education. For more than forty years, the technology of game learning has been used by the Children's musical theaters. More than one dissertation has been defended on gaming technologies, and its authors continue to improve this form of teaching. Should note that any game learning technology has several stages development.

1st stage - introduction to the game. It includes: defining the content of a given game; analysis of the information received; instructing on the purpose of the game and what you can learn from it; shaping play groups and distribution of roles.

The second stage includes: constructing a description of the object being developed, which involves role-based communication in groups and a description of the object studying.

Stage 3 involves evaluating group projects or discussing staging projects in the form of a discussion.

The 4th stage is the experimental implementation of the presented projects. It includes an assessment of the projects and activities of the players, the analysis of the game itself.

The technology of group discussion involves managing the course of the group discussion, and also pays attention to the correspondence of the content discussion of the topic, goals, problems. Into group technology training includes structured discussion, compliance with its rules and regulations.

The second participant in this technology, in addition to the teacher, is a group of students who actively and interestedly connect to discuss each of its elements.

Modular learning technology has become especially widely used in music education in recent decades, and is associated with the intensive introduction of computer technology in the field of education.

A learning module is an autonomous part of the training material in the form standard package (kit), consisting of the following components: information bank, methodological guide, practical training, resume, control (verification) work of various types for training and inspection purposes. The latter is quite popular in music education and the modern stage, effectively integrating into the modern educational process - the technology of organizing the student's independent work. By the nature of the cognitive activity of students, all independent works are divided into three types [10, 300].

The first type is reproductive. It includes the following the following elements: reproducing, training and survey.

Second type - search work. They include: laboratory-practical and logical-search forms of training. To the third type of organization technology The student's independent work includes creative work. These are various types of artistic and creative, constructive and design and productive and technological work.

Among the technologies deserving special attention are - ethnopedagogical. This is due to the increase in national self-awareness in Uzbekistan, the need to familiarize students with global values through their national culture. "Ethnopedagogy is a scientific view of the phenomenon education and analyzes social and pedagogical processes, relationship, interaction, interaction of

pedagogy with cultural traditions of the people" [5, p. 5]. The concept of folk pedagogy, which is similar in meaning, presupposes the use of educational traditions of a specific ethnic group, while ethnopedagogy considers the system of education and education of different peoples. The value of folk pedagogy is in its connection with the spiritual culture of a particular people, its customs, traditions, mentality. Acquaintance with the spiritual culture of different peoples contributes to the education of a kind of ethnocultural pluralism, the formation of tolerance, integration with the world, common human culture.

Ethnocultural originality of the region, its originality especially are clearly manifested in the regional musical culture. A distinctive a feature of the musical culture of the Uzbekistan is its polyethnicity, polyfunctionality. Spirituals are passed from generation to generation values, becoming a factor in the socio-cultural development of the region, integration into the world cultural space.

Adaptation of humanitarian technologies in relation to musical education is their awareness, comprehension, free use and form.

CONCLUSION

Analysis of modern teaching technologies in educational space school - college - university made it possible to determine priority directions in the multilevel system of music education, answer the questions on how best to organize the training activities in the field of music education to achieve set goals, taking into account the real needs of a specific region. However, it should be noted that this article is not contains comprehensive information and only allows you to outline the main trends of modern music education: value oriented approach to the acquired knowledge in the field of musical culture; differentiation and integration of the educational process and personality upbringing, creative synthesis of educational projects, variability of educational programs and learning technologies.

The development of a systematic approach in technological processes will not only enrich the learning of students, but also make it creative, open up interactive opportunities in the perspective of lifelong education.

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