

# Methodology of Organizing Music Lessons in 5-7 Grades of General Secondary Schools Based on New Technologies

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DOI: <https://doi.org/10.47134/jtp.v1i3.257>

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Received: 03-01-2024

Accepted: 15-02-2024

Published: 27-03-2024



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**Abstract:** In this article, the methodology of the music teacher's organization of music lessons in the 5th-7th grades of general secondary schools on the basis of new technologies is explained. This comprehensive exploration emphasizes the significance of an individualized teaching approach in music pedagogy, focusing on tailoring education to each student's unique needs, interests, and abilities. The method involves conducting individual diagnoses, employing diverse teaching methods, incorporating musical preferences, adapting to learning paces, and providing additional resources. The main part delves into the importance of lesson planning, goal setting, assessing student progress, interactive teaching, and fostering support and motivation. It emphasizes diverse activities within lessons to stimulate interest and underscores the importance of an individualized approach.

**Keywords:** methodology, music psychology, musical skills, musical hearing aid, music pedagogy, music education, music literacy, music lessons, musical movements, independent singing, musical world, musical life

## Introduction

An individual approach to each student is one of the key components of effective music teaching within the framework of music pedagogy. It takes into account the unique needs, interests and abilities of each student, creating optimal conditions for his successful musical development.

Having met the student, the teacher must conduct an individual diagnosis of his skills and level of training in music. This allows us to more accurately determine the individual needs of each student and develop an appropriate training program.

The variety of methods and approaches in music pedagogy allows the teacher to choose the most suitable for each student (Campbell, 2019; Chung, 2021; Coppola, 2020; Gual, 2020; Halpern, 2019). For example, for young children, a play-based form of education can be used, including elements of physical activity and movement (Dobrota, 2021; Gorbunova, 2020; Lewis, 2020; Parejo, 2020; Sharififard, 2020). Students with different learning styles may benefit from using visual materials or audio recordings.

An individual approach to each student also includes understanding and taking into account their musical preferences and interests. The teacher should include in the curriculum the musical works and genres that the student is most interested in learning. This helps the student stay interested and motivated in the learning process (Ibbotson, 2021; Kyakuwa, 2019; Maiwald, 2019; Ouyang, 2020; Shahab, 2022; Smith, 2021).

In addition, the teacher must take into account the pace and rhythm of each student's learning. Some students take longer to learn new skills and concepts, while others may learn material more quickly. Adapting the pace of learning allows each student to feel comfortable and successful in the learning process.

## Methodology

The method used in this study focuses on describing the individualized teaching approach employed within the framework of music pedagogy. The key components of this approach include: individual diagnosis, variety of methods and approaches, consideration of musical preferences, and adaptation to learning pace. The method employed involves tailoring the music teaching process to the unique characteristics of each student, addressing their specific needs, preferences, and learning styles.

## Result and Discussion

Lesson planning. Lesson planning is an important component of organizing the educational process in music pedagogy. It allows the teacher to structure the material, determine the goals and objectives of the lesson, and select appropriate methods and resources to achieve these goals.

Before planning a lesson, the teacher must determine its main topic and goals. Goals may be related to the development of specific skills or theoretical knowledge, as well as the formation of an emotional connection with music. Defining clear goals helps the teacher select appropriate material and teaching methods.

After determining the goals, the teacher develops a lesson plan, determining the sequence of activities and materials. It is important to consider the time allotted for each activity to ensure smooth progression through the lesson and achievement of your goals.

A lesson may include various types of activities, such as introduction to new material, practical playing of an instrument, theoretical explanations, listening to recordings and discussion, creative tasks and others. A variety of activities helps students understand the material from different perspectives and further stimulates their interest.

The teacher should also provide time for individual and group work. Individual work allows students to focus on their own skills and achievements, while group work encourages interaction, collaboration and shared musical practice.

Tailoring the lesson to each student's individual needs and skill level is an important aspect of lesson planning. The teacher must take into account the characteristics of each student and choose appropriate methods and materials for their individual development.

At the end of the lesson, the teacher can provide time for self-assessment and feedback. Students can evaluate their progress, highlight their strengths and identify areas in which they need to work harder. The teacher can also provide feedback and recommendations for continued learning.

Lesson planning in music pedagogy helps educators create a structured and focused educational program. It allows teachers to maintain clarity and consistency of lessons, monitor students' practical progress and achieve successful results in teaching music.

Setting goals and objectives. Setting goals and objectives is an important stage in organizing the educational process in music pedagogy. They determine the direction of learning and help the teacher and student focus on achieving specific results.

The main goal of music pedagogy is to develop the student's musical skills and abilities. This may include developing skills in instrument playing, singing, musical analysis and interpretation, theoretical knowledge and other aspects of music education.

One of the tasks of music pedagogy is the formation of musical hearing in students. This includes developing listening skills, distinguishing and analyzing sounds, rhythm, melody and harmony. The teacher's goal is to help students hear and understand music on a deeper level.

Another important goal is to develop students' creative abilities. The teacher strives to inspire them to create their own music, improvise and experiment with sounds. Developing

creative thinking helps students express themselves through music and develop an individual musical style.

Goals and objectives may also be related to the development of social skills and interaction. In group classes, the teacher can challenge students to work together, listen to and support each other, and perform together at concerts and events.

Each lesson should have a clearly defined goal and specific tasks that allow you to approach the goal step by step. Goals and objectives must be realistic and achievable for each student, taking into account his individual characteristics and level of preparation.

Setting goals and objectives in music pedagogy helps the teacher to structure the educational process, and the student to understand what he wants to achieve and what steps will lead him to this goal. They contribute to more effective learning and development of students' musical skills and abilities.

Assessing student progress. Assessing student progress is an important part of the educational process in music pedagogy. It helps the teacher and students evaluate achievements, understand what has already been achieved, and determine further steps for the development of musical skills and abilities.

It is important to consider that assessing progress in music cannot always be expressed in specific numbers or points. This is a unique art where each student has their own individual goals and growth targets. Therefore, assessment must be flexible and tailored to the needs of each student.

The teacher can use various assessment methods, depending on the goals and objectives of the lesson. Observing a student during a lesson allows the teacher to evaluate his playing technique, musical expression, listening and reaction to music. Assessment may also be based on practical assignments, testing of theoretical knowledge, or performance of works in open lessons or concerts.

It is important to remember that progress assessment should not only focus on errors and shortcomings, but also highlight the student's achievements and improvements. Positive feedback and encouragement help students feel inspired and motivated to improve further.

Assessment of progress can also be carried out through the creation of a student's portfolio, which will reflect his achievements, performances, creative works and other projects. A portfolio helps both students and teachers see long-term development and growth in skills and abilities.

The criteria for assessing progress may be different for each student, their choice depends on individual needs and level of preparation. These may include technical skill, musical expression, rhythmic precision, articulation, intonation, and other aspects of musical performance.

Assessing student progress in music pedagogy is an important tool for assessing the quality of education and the achievement of learning goals. When done correctly, it helps students see their own progress, teachers understand the effectiveness of their teaching, and creates motivation for further development in music.

Interaction with students. Successful interaction with students is a key aspect of effective music teaching within music pedagogy. Interaction creates the basis for emotional connection, inspiration and motivation for students to learn and develop musical skills and abilities.

Interaction begins with establishing a trusting relationship. The teacher must create a supportive and comfortable environment so that students feel free to express their thoughts, ideas and creativity. Being open and attentive to each student's individual needs and interests helps create a positive and productive learning environment.

In the process of interacting with students, the teacher can use various communication methods. It is important to be able to find a common language with each student, taking into account their individual characteristics and preferences. This may include using sign language, demonstrating how to play an instrument, or discussing musical preferences or topics that interest the student.

The teacher also plays the role of a model and inspiration for the students. With his professional skills, passion for music and constant development, a teacher can inspire students to achieve their goals and musical growth. The teacher must be ready to support and praise students for their achievements, as well as help them overcome the difficulties and problems they encounter in the learning process.

The teacher can also create opportunities for interaction between students. Group activities and collective projects allow students to develop social skills, work in teams and collaborate with each other. Interacting with other students can stimulate mutual learning and inspiration.

It is also important to listen and take into account the opinions and suggestions of students. Giving them the opportunity to choose music, participate in various projects and make decisions during the learning process helps develop their independence and creative thinking.

Interaction with students in music pedagogy is a fundamental aspect of effective music teaching. It allows students to feel inspired and motivated to develop their musical skills, creates a positive learning environment and promotes their successful musical development.

Support and motivation. Support and motivation are important aspects of effective music teaching within music pedagogy. They help students overcome challenges, stay interested and inspired, and achieve excellence in their musical development.

The teacher must create a supportive and stimulating educational environment. He must show faith in the abilities and potential of each student and help them develop these abilities. Positive feedback and praise for students' achievements help build their self-esteem and motivation.

Motivation can be individual for each student. The teacher must take an interest in the unique interests, goals and needs of each student. This may include the use of a variety of techniques, games, thematic materials and projects that will suit the student's individual preferences and stimulate his learning process.

We must remember that motivation can change over time and at different stages of learning. Educators must be flexible and adapt their methods to support and support students in their ongoing musical growth. Organizing competitions, festivals, concerts and other events can also stimulate student motivation and create opportunities for public performance and comparison of oneself with others.

The teacher can also use goal setting and development plans together with the student. This helps students see their musical goals and the steps they need to take to achieve them. Shared participation in the planning process creates a sense of responsibility and involvement in the student's own learning journey.

It is also important to show students that music is fun. Games, creative activities, the use of new technologies and other interactive methods allow students to enjoy the learning process and maintain interest in music.

Support and motivation play an important role in effective music teaching. She helps students overcome challenges, gain inner motivation and develop their musical abilities. The teacher must be a caring and supportive mentor, creating the conditions for successful and inspiring music learning.

Individual approach to each student. An individual approach to each student is one of the key components of effective music teaching within the framework of music pedagogy. It takes into account the unique needs, interests and abilities of each student, creating optimal conditions for his successful musical development.

Having met the student, the teacher must conduct an individual diagnosis of his skills and level of training in music. This allows us to more accurately determine the individual needs of each student and develop an appropriate training program.

The variety of methods and approaches in music pedagogy allows the teacher to choose the most suitable for each student. For example, for young children, a play-based form of education can be used, including elements of physical activity and movement. Students with different learning styles may benefit from using visual materials or audio recordings.

An individual approach to each student also includes understanding and taking into account their musical preferences and interests. The teacher should include in the curriculum the musical works and genres that the student is most interested in learning. This helps the student stay interested and motivated in the learning process.

In addition, the teacher must take into account the pace and rhythm of each student's learning. Some students take longer to learn new skills and concepts, while others may learn material more quickly. Adapting the pace of learning allows each student to feel comfortable and successful in the learning process.

A personalized approach may also include providing additional resources and materials for self-studying music. This may include lesson notes, sheet music, video lessons and other learning tools that will help students deepen their knowledge and skills in music.

In general, an individual approach to each student is the basis for effective music teaching. It allows the teacher to better understand and reveal the potential of each student, creating optimal conditions for his musical development and achievement of success.

## Conclusion

Lesson planning is an important component of organizing the educational process in music pedagogy. It allows the teacher to structure the material, determine the goals and objectives of the lesson, and select appropriate methods and resources to achieve these goals.

Before planning a lesson, the teacher must determine its main topic and goals. Goals may be related to the development of specific skills or theoretical knowledge, as well as the formation of an emotional connection with music. Defining clear goals helps the teacher select appropriate material and teaching methods.

After determining the goals, the teacher develops a lesson plan, determining the sequence of activities and materials. It is important to consider the time allotted for each activity to ensure smooth progression through the lesson and achievement of your goals.

A lesson may include various types of activities, such as introduction to new material, practical playing of an instrument, theoretical explanations, listening to recordings and discussion, creative tasks and others. A variety of activities helps students understand the material from different perspectives and further stimulates their interest.

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