

Musiqqa madaniyati darslari quyidagi spetsifik xususiyatlari bilan farq qiladi:

Birinchidan, musiqqa tarixi, nazariyasi va ijrochiligi doir turli namunalardan vokal-xor mashg'ulotlari, musiqqa savodi, musiqqa tinglash, musiqqa tahlili va adabiyoti, bolalar cholg'u asboblari chalish, ritmik harakatlar bajarish elementlaridan iboratdir. Shuning uchun u aralash dars tipiga kiradi.

Ikkinchidan, musiqqa boshqa san'at turlaridan o'zining ifoda vositalari, ya'ni, «tili» bilan farq qiladi. Agar badiiy adabiyot badiiy so'z bilan, tasviriy san'at ranglar va grafik chiziqlar bilan, raqs badiiy harakatlar bilan ifodalansa, musiqqa musiqiy tovushlarda vujudga kelgan ohang vositasida ifodalanadi. Agar tasviriy san'at va skulptura asarlarini ko'rish orqali, badiiy adabiyotni o'qish va eshitish vositasida, kino va teatrni ko'rish hamda eshitish orqali idrok etsak, musiqani faqatgina diqqat bilan tinglabgina idrok eta olamiz. Shuning uchun hatto ko'zi ojiz kishilardan ham yetuk musiqqa ijrochilarining etishib chiqishi bejiz emas.

Adabiyotlar

1. Ўзбекистоннинг янги кифасини яратишда миллий маданиятимизни ўрни ва аҳамияти Ўзбекистон Республикаси Шавкат Мирзиёев раислигида 2017 йил 25 декабрь куни маданият ва санъат соҳасидаги долзарб масалалар муҳокамасига бағишланган йиғилиши. –Т.: / «Халқ сўзи», 2017, 25 декабрь.

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REZYUME. Maqolada umumta'lim maktabda o'quvchilarning musiqiy qobiliyatlarini yanada oshirishda, ularni har tomonlama tarbiyalashda musiqqa to'garaklarida olib borilishi kerak bo'lgan nazariv masalalar haqida so'z vuritiladi.

РЕЗЮМЕ. В статье говорится о теоретических вопросах, которые необходимо проводить в музыкальных кружках с целью дальнейшего совершенствования музыкальных способностей учащихся общеобразовательной школы, в их всестороннем обучении.

SUMMARY. The article deals with the theoretical issues that need to be carried out in music circles in order to further improve the musical abilities of students in a comprehensive school, in their comprehensive education.

IMPLEMENTING NEW METHODS OF LEARNING ENGLISH LANGUAGE AMONG NON - PHILOLOGICAL STUDENTS

D.Abdullayeva – Doctoral student

Nukus state pedagogical institute named after Ajiniyaz

Tayanch so'zlar: informatika va xalqaro tillar sohalari, pedagogik texnologiya, nofilologik ta'lim muassasalari, kompleks tizim.

Ключевые слова: отрасли информатики и международных языков, педагогические технологии, нефилологические образовательные учреждения, комплексная система.

Key words: computer science fields and international languages, pedagogical technology, non-philological educational institutions, comprehensive system.

It is general known that the structure of any particular educational system may be combined with elements that do not change. As a consequence of this, the canonical educational system contains the traditional educational process as one of its constituent parts. This process is made up of seven different parts, including the following: the goal of education, the content of education, and the students who will be receiving it, the instructional techniques, and the instructional formats. As a result of this, it is feasible to carry out research and development on this process within the framework of an all-encompassing educational phenomenon.

The current educational system's goals include, but are not limited to: encouraging the participation of individuals in endeavors that have a constructive influence on society; fostering the growth of the abilities of those individuals who have the greatest demand for assistance, as well as on society as a whole; and

The purpose of the contemporary educational system is to implant in pupils a body of knowledge and a set of talents that have been refined in accordance with the model of the appropriate educational standards as chosen by specialists in the field [2].

As a result, one of the essential elements of the goals of expert training is the development of the ability to exercise self-control. The component of the subject that symbolizes the goals of discipline, etc., is what is meant to be understood as the overarching purpose of the topic. This stage of the educational process represents the beginning of the learning phase, and its goal is to acquaint pupils with the subject matter at the proper level of depth. Inclusion of it is

Musiqqa aniq vaqt o'lehoi bilan bog'langan san'atdir. Ijro etilayotgan musiqqa tempiga (sur'atiga) sozlanib, uning har bir qismini ilib olib tinglanmasa, asar mukammal idrok etilmaydi. Shuning uchun klassik asarlarni har gal qayta tinglaganda uning yangi qirralarini his etamiz. Musiqqa vositasidan ifodalandigan his-tuyg'ularni so'z bilan ifodalash qiyin. «So'z tugagan joyda, musiqqa boshlanadi» (T.Sodiqov).

Uchinchidan, musiqqa bolalarga faol emotsional ta'sir ko'rsatadi, quvontiradi, ijodiy kechinmalar uyg'otadi. Yaxshi, mazmunli, qiziqarli musiqqa darsidan bolalar quvnoq, xursand bo'lib, ma'naviy dam olib chiqadilar.

Demak, agar musiqqa darsi songgi darsga qo'yilgan bo'lganda ham bolalar hordiq chiqarib charchoqlari tarqaladi va darsdan tashqari vaqt ichida ya'ni to'garak faoliyatida ham to'g'ri tashkil etilgan dars o'z maqsadi, mazmuni bilan yaxshi samara berishga erishiladi desak to'g'ri bo'ladi.

one of the aims of all educational methods, independent of the form of teaching that is utilized, and this goal is shared by all educational approaches.

To act as the primary pillar upon which all other educational activities are built and maintained is the fundamental goal of education. The selection of content, methods, and instructional aides is largely determined by the objectives that are chosen for the course; nevertheless, the degree to which this is the case is very variable.

The process of determining educational objectives provides an answer to the question "what subject matter should be taught." What kinds of challenges—professional, personal, object-based, ethical, and aesthetic—ought the student to be able to overcome by making use of the knowledge, skills, beliefs, and attitudes that they have developed during the course of their education?

Building a curriculum, programs, generating manuals, and other educational materials isn't enough to get you through the description or formulation of your goals. It may be challenging. In point of fact, according to the current methodological principles of organizations' complex systems, such a voyage may yield nothing but upheaval and confusion, unending disputes, and formal theorizing due to the fact that the system does not have a formalized structure to support it. This is the case because the system does not have a formalized structure to support it. Component necessary to the whole in order to accomplish the goal. The purpose of education can be summed up as the preparation for a certain life; this purpose, along with the breadth of knowledge and abilities it encompasses, the degree of expertise it requires, and the objects on which it is manifested,

has been reasonably well defined. Education's goal is to prepare students for a certain life.

The question of "what and how to teach" is one that may be answered if one has an awareness of the many topics that are addressed during the educational process. In other words, it is a system of scientific information, practical skills, as well as philosophical, moral, and aesthetic concepts that must be taught during the process of learning. In other words, it is a knowledge base. A curriculum is the name given to this kind of instruction.

The curriculum that is taught is influenced in many ways by the following factors and factors:

- the current demands of the education system itself, which contribute to the necessity for the education system to be available, of high quality, with an advanced character, internationalism, mass, mobility, etc.;

- the transportation provided by buses;

The proper approach to describe the subject matter of education is as a component of the overarching social experience that reflects the essential qualities of the structure. This is the correct method to define the subject matter of education. As a result, the following components are included:

- knowledge of the world in the form of theoretical knowledge (nature, society, people, and technology);
- experience of creative and intellectual activity, suggesting the ability to perform activities (actions, operations) on the basis of knowledge about algorithms;
- experience of creative activity, involving the formation of skills to carry out an independent search for creative solutions for students' subjectively new problems;
- experience of emotional and value-based activities and experiences.

Because of this, the breadth of what kids learn in school cannot be easily condensed into a catalogue of skills and information pertinent to the many academic fields. It ought to include all of the key facets of the experience of interacting with other people, including the following:

- a collection of intellectual and practical skills; an experience of engaging in creative endeavors; a collection of relationships to one another and to the wider world

The latter is accounted for as a part of the scope of the material specialized training specific profile, and this particular profile, in turn, is accounted for as a part of the social experience.

A comprehensive system for the instruction of foreign languages was built in the nation in line with the execution of the Law of the Republic of Uzbekistan "about education" and the National Plan for Training in the country. This was done with the intention of producing a younger generation that is harmoniously developed, highly educated, and forward-thinking, as well as to facilitate the republic's continued incorporation into the global community. Additionally, this was done with the intention of producing a younger generation that is forward-thinking [1].

In order to be psycho-pedagogically ready, one must have knowledge of methodological foundations and categories of pedagogy, as well as patterns of socialization and personality development; the essence, goals, and technology involved in education and training; laws regarding the age-appropriate anatomical, physiological, and psychological development of children, adolescents, and young adults.

There are three main methods of teaching a foreign language: familiarization, training, application. These methods are implemented in the system of techniques used by the teacher. However, if the method names the main, dominant activity - familiarization, training, application - then the technique is associated with a specific action that is the essence of the formed speech activity and is included in it as a component. The method can be represented as a certain container and the reception as fillers of this container. From the foregoing, we can conclude that the methods indicate activities organized by the teacher and carried out by stu-

dents. They are universal. Techniques are the specific content of actions with educational material, which vary greatly depending on the direction and system of teaching this subject at school. The specific content of the techniques is determined by the methodological principles underlying the teaching of foreign languages within the framework of the system on which the training takes place. It is the principles and rules that follow from them that determine the choice of techniques.

Pedagogical abilities are a series of actions that grow in a linear fashion, some of which may be performed automatically (skills), are founded on theoretical knowledge, and are geared toward the development of a personality that is in tune with itself. Pedagogical abilities are often generally referred to as teaching skills by the general public. An understanding on this level of the fundamental nature of pedagogical abilities sheds light on the leading role that theoretical knowledge plays in the formation of the practical readiness of future teachers, the unity of theoretical and practical training, multiple levels of pedagogical abilities (ranging from reproductive to creative), and the possibility of their improvement through the automation of certain actions [3].

In conclusion, a possibility due to the fact that pedagogical abilities are, in and of themselves, a rather independent domain. This, in turn, paves the way for the prospective integration of a variety of educational skills for a variety of purposes, as well as for the extension of their conditionally relevant practical ends. Both of these outcomes are positive developments. To put it another way, it allows for the integration of educational talents. Take, for example, the following into consideration: The skill of being able to "have a dialogue" can be broken down into two distinct components: selecting a topic that most accurately reflects the interests and needs of students while also taking into account the most pressing educational challenges that the class is currently facing; selecting the content; selecting the forms, methods, and means of education that are appropriate for the age of the pupils and the specific conditions; planning; and so on. In a manner comparable to this, we have the ability to improve the capabilities of any other skill.

One of the most crucial tasks involved in the training of pedagogical ability for future teachers is elevating one's capabilities to the theoretical level of analysis. In an ideal world, full compliance with the standards of qualifying features of teachers entails having the maturity to integrate a complete set of pedagogical abilities, as well as the capacity to think and behave in a manner that is pedagogically sound. This is because full compliance with the standards of qualifying features of teachers is a prerequisite for becoming a teacher [4].

The entire cycle of the completion of pedagogical tasks can be reduced to the triad "think-act-think," which also correlates with the components of educational activities and the abilities that correspond to those activities. This holds true regardless of the degree of generality of the tasks that need to be completed. As a direct result of this, the model of the teacher's professional competence serves the purpose of unifying the teacher's theoretical and practical preparedness. Throughout this section, the educational capabilities are broken down into four distinct groups [5].

Conclusion. There is a possibility that the educational programs and educational activities that are now being undertaken will be successful and will function in the appropriate manner. This category contains activities related to education, such as preparing lessons and participating in various forms of educational endeavors. The following are some instances of talents that are projective: - The capability of translating the goals and content of education and training into specific teaching objectives; - Consideration in determining the educational tasks and activities of students

selecting the content to their needs and interests, capabilities material basis of his experience, and personal and professional qualities; and - The capability of creating a plan for the purpose of accomplishing specific teaching objectives Skills related to projection include the following: - The skill of being able to articulate in concrete learning goals both the overall purpose of education and training as well as its subject matter.

- Control based on the analysis of finished results actually performed actions; - Control based on the expected results of actions carried out only in the mental plane. - Control based on the correlation of the results with the

given samples; - Control based on the expected results of actions carried out only in the mental plane. - Control based on the analysis of finished results actually performed actions. - Control based on the expected results of actions carried out only in the mental plane. [6]

- The effectiveness of the methods used, methods, and means of educational activities; - Compliance with applicable organizational forms students' age, content material, and the like. - The correct setting of goals, their "translation" into concrete tasks and solving of complex adequacy dominant and subordinate tasks baseline.

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REZYUME. O'zbekistonda ta'lim tizimi so'nggi yigirma yil davomida ulkan o'sish va rivojlanishni boshdan kechirdi, bu esa bir qator tizimli o'zgarishlarga, shuningdek, ba'zi innovatsion yangi ishlanmalarining kiritilishiga olib keldi. Kitobning beqiyos ahamiyati samarasi o'laroq, birinchi sinfdan boshlab butun mamlakat bo'ylab umumta'lim maktablarining o'quv dasturlariga notanish asarlar, xususan, ingliz tilida yozilgan asarlar o'qish kiritildi.

РЕЗЮМЕ. Система образования в Узбекистане за последние два десятилетия претерпела огромный рост и развитие, что привело к ряду системных сдвигов, а также внедрению некоторых инновационных разработок. Прямым следствием огромного значения книги является то, что чтение неродных произведений, особенно написанных на английском языке, было включено в учебные программы средних школ по всей стране, начиная с первого класса.

SUMMARY. The educational system in Uzbekistan has gone through enormous growth and development over the course of the last two decades, which has led to a number of systemic shifts as well as the introduction of some innovative new developments. As a direct result of the book's enormous significance, reading non-native works, particularly those written in the English language, has been integrated into the curricula of secondary schools all over the country beginning with the first grade.

6-7 ЁШЛИ БОЛАЛАРДА САКРОВЧАНЛИК ҚОБИЛИЯТИНИ РИВОЖЛАНТИРИШ

Б.Б.Абдуллаев – катта ўқитувчи

И.С.Хайтметов – катта ўқитувчи

У.Б.Халилов – МСФ 01-21 талабаси

Ўзбекистон давлат жисмоний тарбия ва спорт университети

Таянч сўзлар: махсус ҳаракат тайёргарлик, жисмоний ва техник тайёргарлик, амалий гимнастика машқлари, координацион ва куч чидамлилиқ асосий гимнастика воситалари, амалий кўникма ва назарий билимлар.

Ключевые слова: специально-двигательная подготовка, физическая и техническая подготовка, упражнения прикладной гимнастики, основные гимнастические средства координации и силовой выносливости, практические навыки и теоретические знания.

Key words: special motion training, physical and technical training, applied gymnastics exercises, basic gymnastic means of coordination and strength endurance, practical skills and theoretical knowledge.

Тадқиқотнинг долзарблиги: ушбу муаммони ўрганишга бўлган кизиқиш камаймаяпти, аксинча, борган сари ортиб бормоқда. Истеъдодли спорт заҳираларини тайёрлашда рўй бериши мумкин бўлган ижобий ёки салбий натижа «калитини излашга» масъул тренерлар ўзларининг ижодий фаолиятида назариётчи-педагоглар, физиолог, шифокор, руҳиятшунослар тадқиқотларига асосланадилар. Чунки малакали спортчиларни тайёрлаш кенг камровли ва серкирра мураккаб жараёндир (7).

Бинобарин, жисмоний сифатларни ривожлантириш жараёни шундай ташкил этилиши лозимки, олдиндан ўзлаштирилган бир гуруҳ машқлар нафакат бошқа турдош машқлар элементларига ўргатиш масаласини енгиллаштириши даркор, балки дастлабки ўзлаштирилган машқлар қайд этилган турдош машқларга ўргатишда асосий манба бўлиб хизмат қилиши мақсадга мувофиқдир. Бунга етакчи техник хусусиятларга эга кенг гимнастик машқлар мажмуасига, асосан ишлаб чиқилган мувофиқ жисмоний ва махсус ҳаракат тайёргарлиги ҳамоҳанг бўлиши мумкин. Ташкилий ва услубий жиҳатдан бундай ихтисослаштирилган тайёргарлик нафакат таснифий (классификацион) асосда уюштирилиши керак, балки махсус танланган ўқув-тренировка машқлари ёрдамида олиб борилиши муҳим аҳамият касб этади.

Тадқиқотнинг мақсади: 5-6 ёшли болаларда турли машқлардан фойдаланиб сакровчанлик қобилиятини ривожлантириш.

Тадқиқотнинг вазифалари: Мактаб ёшигача бўлган болаларнинг бошланғич даврида сакровчанлик тайёргарлигини жисмоний сифатларини текшириш.

Тадқиқот натижалари: Юқорида кўриб чиқилган ҳаракат ходисаларидаги сакровчанлик сифатлари доимо биргаликда намоён бўлади. Уларнинг мажмуавий пайдо бўлиши ҳаракат фаолиятининг асосий мазмуни ҳисобланади.

1. Сакровчанлик қобилияти намоён бўлишини аниқловчи алоҳида таркибий қисмларни тахминий такомиллаштириш.

5-6 ёшли қизларнинг сакровчанлик қобилияти ривожланиши мажмуавий шаклининг намоён бўлиши воситаси сифатида юқори тезликда бажариладиган машқлардан фойдаланилади.

Машқларнинг турли йўналишларига қарамасдан бу восита мажмуавий тавсифга эга, яъни бир вақтда тезлик кучининг ҳар хил турига турлича таъсир ўтказди. 5-6 ёшли болаларнинг сакровчанлик машқларининг техникаси машқлар бажарилишининг юқори тезликда ўтишини таъминлаш керак. Машқларни шу даражада ўзлаштириб олиш керакки, асосий эътиборни унинг бажарилиш усулига эмас, балки унинг тезлигига