INTEGRATED INTERDISCIPLINARY SYSTEMS IN THE FIELD OF MUSIC EDUCATION

Abylova Gulbahar Zhalgasbaevna
Doctor of Pedagogical Sciences, Associate Professor of the Nukus branch of the Tashkent University of Information Technologies named after Muhammad al-Khorezmi

ABSTRACT

This article discusses the use of digital technologies in the field of music education. The effectiveness of the introduction of new interdisciplinary disciplines is substantiated. Methods of integration of theoretical and practical classes using digital technologies in the musical direction are also offered.

Keywords: Technology, digital technologies, digitalization of education, music, nosography.

INTRODUCTION

To date, both in other countries and in the science of the Republic of Uzbekistan, many scientific studies have been conducted in the application of digital and computer technologies in music education.

Combining various fields of activity related to music in one way or another, as well as a huge number of currently used computer programs that contribute to improving the work of a music teacher, has become a factor that has changed the requirements for obtaining knowledge in terms of their additional acquisitions in the information and communication environment and modern technologies.
Such an association has its own specific features in music education, as a process that currently connects two quite different fields of activity. We mean computer science and music, on the basis of which musical learning technologies are created, using modern technical achievements, called music and computer technologies.

Along with priority areas, scientific work is being carried out on the development of integrated interdisciplinary digital education systems in the world, in particular:
     - improvement and development of mechanisms for the creation of new curricula and modern educational literature;
     - integration of theoretical and practical classes using digital technologies in the musical direction.
     - improvement of teaching methods of musical special disciplines in the core principle of education and upbringing of the future music teacher as an integrity of technical development and high art.

The vector of development of globalization of information achievements of our time puts forward new requirements for the rules of social hostel, which, of course, affects the change in the approach to teaching music teachers, in terms of the skills of using the technologies available in the music field and the ability to methodically build them in the teaching process.

The emergence of new subjects taught, curricula, their use in the educational process has become a reflection of the need to create a teacher's competence corresponding to the new realities in the field of his information level and professional activity.

The problem requires a serious approach, since according to recent studies in this sector there is a certain lag behind the level of modern requirements.

This lag becomes a factor leading to an imbalance between the increasing need for music teachers who possess all the available high-tech means in the field of music education and a noticeable shortage of such personnel among students of pedagogical universities.

Such a state of affairs, undoubtedly, is based not on random, but on a systemic nature, which indicates the presence of certain circumstances that prevent the current situation from being corrected. Here are some of the main, in our opinion, such circumstances:
- low level of knowledge obtained at the secondary and secondary professional levels of the educational process in the field of modern information technologies, which concerns not only general secondary education, but also graduates of specialized classes of special schools;
- there is not always sufficient motivation to master one's information education, due to the low level of correlation of the influence of the acquired knowledge on his further work;
- non-compliance with the continuity condition, aggravated by the discrepancy between the forms of complexity, implying the acquisition of unified knowledge based on different disciplines, which, in turn, do not always meet the existing requirements of continuity and interconnection with each other, which leads to negative consequences of the learning process, both in special educational institutions and in universities.

The lack of sufficiently developed and tested in practice methods of teaching the use of digital technologies that can affect the professional abilities of students in the projection of their future work as music teachers.

The improvement of digital education technologies and the factor of lagging behind them in the methods of teacher training in the field of their information readiness, poses us the problem of further improving student learning in the plane of this issue, namely, giving the necessary dynamics of its solution.

To obtain the necessary conditions for creating competence in the information and professional space, it should help to pull up the existing results to the level of existing modern educational programs, methodological developments, methods of teaching in terms of not their individual manifestations, but as an established system consisting of many components filling it.

The urgent need for such a systematic approach is dictated by observations in the practice of implementing these requirements, which have shown a significant backlog of students in the application of modern technologies in the music and computer sphere in their educational activities.

This lag is manifested in the fragmentation of the knowledge received by teachers in the field of modern music technologies, which does not give them a full opportunity to use their advantages both in the field of personal improvement and in the introduction of new teaching methods in their professional activities.

The logical continuation of the course "Information technologies in education" in the content aspect is the training course "Notography and work with computer programs" in the training program for students of the musical direction of pedagogical Universities of the Republic of Uzbekistan. Mastering the knowledge, skills and abilities of this course gives great opportunities for their application in the intensification and activation of the learning process of other special musical disciplines. The study by students of such disciplines as: "Music Theory (Harmony, Solfeggio)", "Methods of music teaching", "Vocal and modern music", "Piano and additional musical instrument" of the bachelor's curriculum is an important condition for mastering professional competencies, skills and qualities of a modern music teacher. The relationship of these disciplines is unconditional. Without studying the basics of music theory and practice, the process of becoming a music teacher is impossible. Having analyzed the work programs of special disciplines of the musical direction of pedagogical universities, we have revealed that a set of tasks is being implemented everywhere here. These disciplines are interrelated disciplines and form the professional, informational and special competence of future music teachers.

The main purpose of this course is that when studying this course, students should develop deeper knowledge of both theoretical and practical in the application of digital technologies in the future professional activity of a musician – teacher.

The proposed course has the character of integrativity, the study of musical literacy based on digital technologies.

Without a doubt, the transition to digital learning technologies will open up new horizons in the field of teachers' creative approach to their activities, will allow a new assessment of certain methods and ways of using traditional forms of the educational process in the context of their interaction with modern technical achievements, which, in turn, contributes to the development of the learning process towards its further compliance with high technology and creative component.

The need to study music computer programs is unreasonable, since the acquired knowledge and skills of working with music editors open up unlimited possibilities. And today being a modern music teacher is not only his musical knowledge, but the ability to put them into practice through digital technologies.

It should be noted that the knowledge and skills acquired at the end of the course are aimed at automating music skills. At the same time, the integrated knowledge acquired at the courses "Notography and working with computer programs" serve as the basis for the use of digital technologies in future musical and pedagogical activities.

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