



USING DIDACTIC GAME IN MUSIC LESSONS

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The educator connects musical science with mathematics, mother tongue, Russian, and English, as well as integrates and improves on the basis of the introduction of diagnostic learning goals in the development of students' literacy, musical, and creative abilities.

The game “musical Galaxy”.

The absence of life beyond our planet has always piqued humanity's interest, prompting inquiry. I believe that not all of us, including students, are indifferent to this issue. Organizing the game "musical Galaxy" is a good idea if you want to expand your players' cosmological understanding. The organization of this game, which is based on the science of music theory, improves students' cognitive abilities, musical literacy, and intelligence and has a favorable impact on the learning process. Handouts with an assignment are not necessary for the game's setup. The educator makes a drawing on the board. The student creates the drawing in his notebook and notes the number on the first stage of the painting as the response to the assignment provided by the tutor based on dictation. The second task involves writing the number that corresponds to the response to the drawing's second stage. As a result, the third, fourth, fifth, etc. jobs are finished, and the corresponding numbers are entered on those steps in accordance with the diagram. After the assignments are finished, the teacher instructs the pupils to write down the assembly that results from adding the numbers on the stairs beneath the staircase, which is denoted in the design as "start." What number did the pedagogical "who" form? - Students alternately respond to the question with the number they arrived at after doing their computations. The teacher will provide the student with a reward card (a "rocket") if the response falls within the range of the numbers they have uttered. A learner who has gotten a "rocket" is thought to be able to travel to a "musical Galaxy." The teacher puts the proper responses to the stages of the drawing he drew on the board after becoming familiar with the students' responses. He also assists pupils who have calculated the erroneous number by showing them where their calculations went wrong. It will be beneficial to enlist the aid of pupils who have already discovered the solution. At the end of the game, the pedagogue “rocket” wishes the distributed students good luck in his flight to the “musical Galaxy”. Incentive card "rocket" is taken into account in the process of assessing students at the end of the lesson (see Figure 2.7):

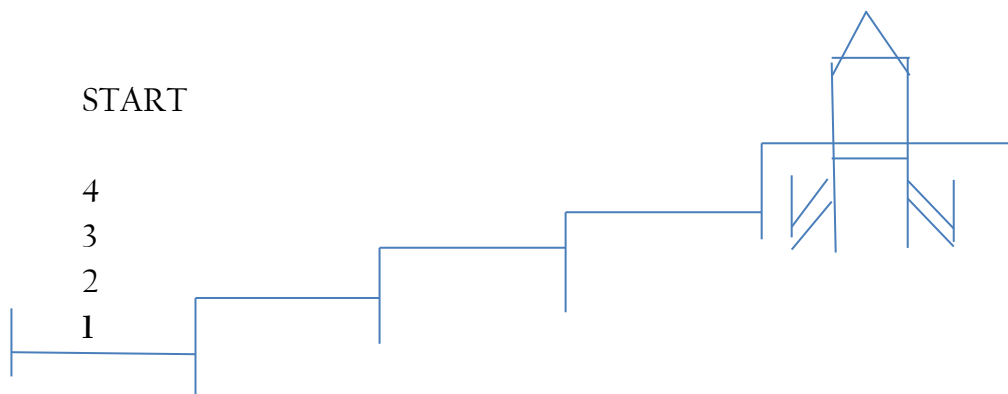


Figure 2.7. Musical Galaxy assignment

The "musical galaxy" game is mostly arranged when a "verbal account" is required and the task's solution is a series of numbers. The game designed to reinforce the "intervals" motif is one example of this. On a dictation basis, pupils are given the following four assignments:

1. How many tones does a small Tersia have?
2. How many tons does pure Quinta have?
3. How many tones does a small Sexta have?
4. How many steps does a terrace consist of?

When the student completes the assignment, they write down the numbers corresponding to the answers, that is, 1.5; 3.5; 4; 3 numbers on the stairs, respectively, and, adding them, write the resulting number "12" under the staircase with the word "START" (see Figure 2.8):

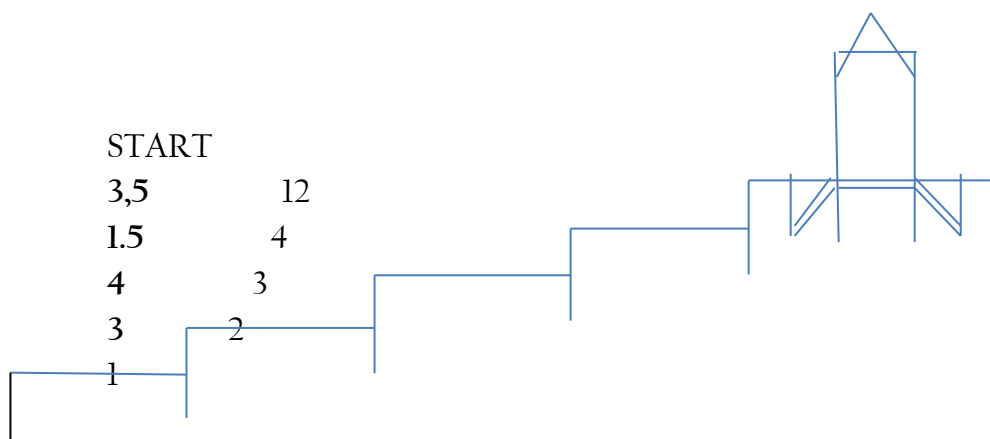


Figure 2.8. Answers sheet.

Based on his objective, the educator chose the number 12 because today, April 12, is Cosmonautics Day. The teacher asks the class what knowledge they have about this day and then shares it with them. Following the students' comments, the instructor provides the relevant information, stating that the remainder of the information can be learnt using the "Cameron" Keys after the session. The exposure of students to the work done in our

nation in the field of cosmos has a significant impact on the further development of their sense of patriotism, their understanding of the necessity of working tirelessly for the advancement of the nation, and the growth of their musical and creative talents. Another of the games that can be organized to develop musical-creative abilities in students, strengthen their musical-theoretical knowledge, develop their thinking skills is called “Belkanto”.

The game of “Belkanto”.

The game was given this name because, after correctly completing the assignments provided by the teacher, the pupils were able to identify the composer. Who this composer is will rely on the objectives the teacher sets for the lesson, which will help students learn more and advance their musical and creative skills. In the declaration of the theme "creativity of foreign composers" that follows, we will talk about how this game was organized. The task sheet is provided to the students, and they are informed that each question in the "tasks" column of the table should have an appropriate response in the "answer alternatives" column and write the letter corresponding to the correct answer at the end of this line, that is, in the column “answers” (see Table 1):

Table 1

Assignment sheet for the game "belkanto"

T/p	Tasks	Answer options	Answer
1.	Who is the author of the sentence “when the word is weak, music comes to the rescue”?	M) A.S.Pushkin N) Chingiz Aytmatov O) L. Beethoven P) Yusuf Khos Khojib	
2.	Who is the author of the sentence “do not lie to the conversation with the word, and Adam will be built”?	M) Abdulla Qadiri N) Ibn Sina A) Maktunguli P) M.Burkhanov	
3.	Who is the author of the sentence “music is a people's demand and need”?	Y) Abu Nasr Forobiy F) A.Yugnakiy X) Ibn Sino C) L. Beethoven	
4.	Who is the author of the sentence “the musician's genius conquers the entire universe to his art, he sounded calligraphic silence”?	A) J. Russo B) N. Kavkabiyy C) L. Tolstoy D) P. Gogen	
5.	Who is the author of the sentence “music dominates solo and makes you forget about all other things”?	A) A.Navoi P) G.Flober R) V.Mosart S) A.Qasimov	
6.	Who is the author of the sentence “being both a composer and a performer at the same time is real happiness”?	T) F.Shapen U) G'.Tashmatov F) O.Peyter X) I.Erenburg	

The student reads the letters he entered in the "answers" column after finishing the tasks, adding them in the order that they appear in a vertical position, and stating the name of the composer who is the result. An excerpt from the composer's works will need to be performed by the students.

The objective of using this strategy is to improve students' musical literacy and the growth of their musical-creative skills (see Table 2):

Table 2.

Answer sheet of the game "Belkanto".

T/p	Tasks	Answer options	Answer
1.	Who is the author of the sentence "when the word is weak, music comes to the rescue"?	М) А.С.Пушкин Н) Чингиз Айтматов О) Л.Бетховен П) Юсуф Хос Ҳожиб	М
2.	Who is the author of the sentence "do not lie to the conversation with the word, and Adam will be built"?	М) Абдулла Қодирий Н) Ибн Сино О) Махтумқули П) М.Бурхонов	О
3.	Who is the author of the sentence "music is a people's demand and need"?	У) Абу Наср Форобий Ф) А.Югнакий Х) Ибн Сино Ц) Л.Бетховен	Ц
4.	Who is the author of the sentence "the musician's genius conquers the entire universe to his art, he sounded calligraphic silence"?	А) Ж.Руссо Б) Н.Кавкабий В) Л.Толстой Г) П.Гоген	А
5.	Who is the author of the sentence "music dominates solo and makes you forget about all other things"?	О) А.Навоий П) Г.Флобер Р) В.Моцарт С) О.Қосимов	Р
6.	Who is the author of the sentence "being both a composer and a performer at the same time is real happiness"?	Т) Ф.Шопен У) Ғ.Тошматов Ф) У.Пейтер Х) И.Эренбург	Т

The game of "Harmony".

Students are split into two groups of equal size in accordance with the game's rules, and each group is given a name. Each group member alternately throws a paper "snowball" containing the titles of the assignment to a member of the opposite group, in this case, choral works. These choral compositions will need to be arranged by students. The student exits the game after failing to finish the homework. Whichever group has the most players left at the end of the game is declared the winner.



They must create pedagogical conditions, forms, and methods for the development of Independent Education and put them into practice. This is according to the research work's hypothesis, which is the study of the current state of development of Independent Education in students of higher educational institutions using interactive teaching methods, methods, and technologies.

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