

**PEDAGOGICAL FOUNDATIONS OF DEVELOPING STUDENTS' MUSICAL
IMAGINATION AND AESTHETIC SENSITIVITY**

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**MAQOLA
MALUMOTI**

MAQOLA TARIXI:

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KALIT SO'ZLAR:

*Folk oral creativity,
music, troupe,
instrument, style, song,
composer, tradition.*

ANNOTATSIYA:

This article discusses the unique features of students' musical imagination in music lessons. The extremely rapid development of science, technology, and information transmission and exchange technologies, in turn, requires enriching traditional teaching methods with modern and interactive methods in the field of education.

Questions such as what the object, subject, goals, and tasks of advanced pedagogical technologies consist of, what results their application in the educational process provides, and how they affect the improvement of educational content, are rightly being raised in the teaching of every subject. The unbelievably rapid and intense development of science, technology, and information transmission and exchange technologies requires enriching traditional teaching methods with new modern and interactive methods in the field of education.

So, what aspects make interactive, model-based methods superior? What types do they include, what is their structural composition, what forms and tools of organizing the educational process do they offer, how do they differ from previously existing teaching methods, what proves their effectiveness, and how are monitoring and assessment systems

conducted? Every student, mentor, and teacher must be prepared to answer these questions, as understanding and responding to these questions constitute an important social demand.⁶

Ensuring the quality and effectiveness of education depends on properly, meaningfully, and engagingly organizing the learning process directed at the assimilation of educational material by the pupil or student. In this process, it plays a crucial role that learners are not merely passive listeners but active participants in the lesson, independently completing tasks, thinking independently and creatively, being able to freely express their opinions, and defending their viewpoints.

It is clear that organizing the educational process in such a manner requires taking this into account primarily in the professional preparation of future teachers in higher education institutions. Therefore, university professors must conduct their classes in a technologized manner and train their students for this activity.

The study, observation, and analysis of practical experiences in implementing pedagogical technologies show that organizing lessons using interactive methods has become widespread in almost all stages of education. In our opinion, this should not be interpreted as the necessity to apply a certain type of pedagogical technology in every lesson. Advanced pedagogical technology becomes effective only when it engages students, encourages activity, promotes independent and creative thinking, and leads them to reflection.

For this, teachers must choose pedagogical technology based on the topic of the lesson, its structure, students' interests, and—if it is a music lesson—their theoretical, practical, and performance capabilities.

The main goals and tasks of using pedagogical technologies include: organizing learning, working collaboratively (teacher–student interaction), working in groups or individually, ensuring each student's activity, developing skills of analysis, comparison, generalization, drawing conclusions, monitoring, evaluating, etc.

Currently, attention is also increasing toward designing lessons and applying technologies specific to certain subjects. This can be observed in the technologization of music lessons as well. For example, experienced teachers use “Concert Lessons,” “Quiz

⁶ Muhitdinova.Sh. S. “MUSIQA MADANIYATI DARSINI SAMARADORLIGINI OSHIRISHDA ILG’OR PEDAGOGIK TEXNOLOGIYALARНИNG O’RNI VA AHAMIYATI” Metodik tavsiya. Buxoro 2021

Lessons,” “Fun and Clever Lesson,” “Musical Journey,” “I Am a Conductor,” and similar technologies.⁷

Today, great attention is being paid to improving the quality and effectiveness of teacher training in all educational systems of our country, especially in higher pedagogical education. Various pedagogical studies are being conducted in this regard. Most of these studies focus on increasing the effectiveness of education by introducing advanced pedagogical technologies into the teaching process, making the technologization of education one of the most important tasks.

A teacher's high pedagogical mastery and level of knowledge are undoubtedly among the key factors in education and upbringing. A highly skilled and experienced teacher does not simply narrate the lesson. If we explain this through music lessons, the teacher's verbal mastery, ability to play musical instruments, sing songs, and use various visual and technical aids play a significant role in making the lesson interesting and meaningful.

In music lessons, most students imitate the teacher, follow their example, and take them as a model; the teacher's personal “example” is of great importance. Since practical performance plays a leading role in the lesson, no goals can be achieved through dry lecturing.

When introducing advanced pedagogical technologies into the educational process, the most important factor is taking students' readiness and interest into account and selecting the appropriate technology.

Important situations in determining the pedagogical process for pedagogical technology include: identifying tasks that the student may face during the learning process in advance, determining the content of education at each stage (curriculum, program, essence of the topic, availability of teaching materials), defining the level of complexity and volume of knowledge and concepts in accordance with the student's knowledge and skills, preparing teaching forms and tools (additional resources, question-answer, discussion, test questions, visual aids, audio and video sources), and planning lesson and extracurricular tasks according to assessment criteria for objectively evaluating students' acquired knowledge and skills.

⁷ Muhitdinova.Sh. S. “MUSIQA MADANIYATI DARSINI SAMARADORLIGINI OSHIRISHDA ILG'OR PEDAGOGIK TEXNOLOGIYALARNING O'RNI VA AHAMIYATI” Metodik tavsiya. Buxoro 2021.

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