PEDAGOGICAL PSYCHOLOGICAL CONDITIONS IN THE DEVELOPMENT OF STUDENTS' MUSICAL SKILLS THROUGH MULTIMEDIA

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Abstract.

This article discusses the pedagogical and psychological conditions of using multimedia tools in the development of students' musical abilities in music culture classes.

Keywords: Music culture, multimedia, musical ability, pedagogical technology, animation, educational system.

INTRODUCTION

Today, multimedia technologies are one of the promising directions of informatization of the educational process. Programmatic and methodical provision, improvement of the material and technical base, as well as compulsory improvement of the qualifications of professors and teachers, see the prospect of successful implementation of modern information technologies in education. New information technologies have great potential for improving the educational process and the educational system as a whole. From this point of view, the macro context, which provides for changing the existing educational system in accordance with the requirements of the emerging information space and offers solutions for this by using new information technologies, including multimedia tools, is worthy of attention.

Organization of educational materials of music culture lessons in general education schools through the presentation of multimedia applications, presenting a wide range of information, images, videos, writing, rather than traditional visual aids and information sources. Generalization of actions has a strong effect on students' concentration on the presented media image, memory perception and emotional sensitivity, and information recall.

In this case, not only graphic drawing, schemes, but also the use of sound, animation, video and other multimedia possibilities, the level of students' acceptance of information types (musical perception, musical emotional perception), their musical ability, perceptive capabilities and logical learning. allows for convenient sequential selection. Therefore, organizing lessons using multimedia tools and video applications suitable for the subject of the lesson during the lesson ensures the interest of the lesson, creates the ground for active explanation of the children's attention during the lesson. In addition, it allows listening to the multimedia lesson time and makes the presentation of educational materials more interesting and accelerated.

Multimedia is a rapidly developing technology of modern information and its art in video images. Its unique and important expressive qualities and distinguishing features include the following:

➢ Various types of information (information, knowledge): traditional text, tables, decorations, drawings, musical animation, figurative movements, etc.;

➢ Original speech, music, excerpts from video films, TV footage, animation, etc.; Such a multifaceted and complex structure of multimedia applications creates special methodological and didactic basis for its creation. The creation of multimedia applications is carried out in the following steps:

➢ Selection of educational materials and division into components;

➢ Creation of a scenario of a multimedia application, in which case, in which order it is intended to be presented (learning material-notes, music recording voiced state, text graphic drawings described in the application);

➢ Developing the design (appearance) of the presentation in such a way that it attracts the attention of students;

➢ To ensure the integrity of the media (fragments of texts, illustrations, recording of video materials, recording of audio materials, general-musical polishing of the presentation);

➢ Check the completed application;

The multimedia applications created as a result of such preparation determine which educational activities of the lesson will be used. In fact, multimedia applications can be prepared depending on the content of the educational material for any activity. In order to stabilize the didactic functions of educational materials, the following requirements are set in the multimedia presentation:

➢ It is advisable to divide the educational materials on the subjects into modules with complete content, with learning by students divided into parts at certain stages;

➢ In order to increase the interest of the students in the multimedia application at each stage, it is necessary to use the educational materials of the following stage in special parts of interest and to summarize and display the text of the work being studied and listened to in accordance with it;

➢ In multimedia applications, educational materials should be distributed and placed on the presentation slide in such a way that the presentation of new materials is carried out by repeating the educational materials of the previous stage;

➢ In order to pay attention to the content of the parts of the educational materials, they can be given together with audio or video images (data). Using a multi-window interface to present (display) images with different views or hypertext gives a good result;

➢ Multimedia applications (images) may contain additional materials, as well as additional materials for in-depth study of the topic, formation of necessary knowledge and skills;

➢ The most important elements of multimedia applications can be instructions or explanations that can provide knowledge.

This is the most important didactic teaching, which ensures the correct understanding of the topic or educational materials by students. Here, the students' "explanatory" words serve to reveal the content of explanatory education. Pedagogical skills and knowledge of students are important here.

The presentation of the multimedia application in the form of reference materials may contain basic concepts, evidence, historical and theoretical materials related to the subject, tables for comparing the characteristics of the elements of science, and other additional information sources. After studying each part (song) of the educational materials (the slide is shown, after the teacher's explanation), the summary of the studied educational materials is expressed in the application. that is, it should be given.

It should be possible to copy the text of the multimedia application and print it out. Other students should be able to use it. Internet resources, modern multimedia encyclopedias, and electronic textbooks can be used to prepare multimedia projects. Over time, the best multimedia applications may appear on the network. For this reason, the video presentations, images, graphics, animations, sound music, exercises, and finally the teacher's explanations serve to make the lessons more effective in the future.

When creating a multimedia application (view, image, audio text, music recording, animation, movement, etc.), the connection between the topics of music lessons and external information resources should be in accordance with the purpose of the lesson, find the connection as much as possible and reflect it in the application. teaching, effective use of them ensures that lessons are interesting for students. Presentation works are interesting, have artistic-emotional impact, and make it exciting. The multimedia tools used in the applications create a convenient opportunity for effective cooperation with students and their active participation in music lessons. Planning these aspects of the educational process in advance is the responsibility of the teachers.

A presentation organized on the basis of well-planned multimedia applications with a good content will undoubtedly attract the attention of students to educational materials and strengthen their desire to learn and master. However, it should not be forgotten that paying attention to the use of excessive details in order to decorate the appearance (design) of the presentation (applications) can damage the quality of the lesson. If the external effects increase too much in the prepared application, the effectiveness of the presentation will decrease. A music teacher must know this and keep it in mind when preparing presentation applications. It is necessary to find a balance between the educational material presented in the multimedia applications and the details formed according to it, so that the attention of the students is not diverted from the educational materials, and the additional details are in this place. help students learn learning materials with interest. Such approaches are useful not only for presentations prepared for music classes, but also for multimedia presentations in all fields.

These aspects of musical multimedia applications require certain requirements to be met during their creation and development. First of all, in our opinion, it is correct to follow the following principles when writing the script of multimedia applications. Theoretical rules given for each lesson topic, skills to be learned, audio recordings, recordings of tunes to be learned, which instruments are played or performance videos, graphic animations of materials related to music lessons, other activities are deepened, should be placed in an integrated, convenient and application-oriented manner; In this case, each application consists of a maximum of 20-25 episodic slides, and their duration (time spent on presentation) can be from 3-5 minutes to

15-20 minutes. When presenting musical theoretical materials, it is necessary to isolate several parts, a number of main arguments, rules and concepts, and to repeat and strengthen them from time to time during the duration of the game.

It is also advisable to follow the following instructions when preparing a multimedia presentation. The use of multimedia tools in music lessons, that is, in the process of preparing a multimedia presentation, the most important thing is to cover what it is about, to reflect the rules of the most notable parts of the lesson topic, and to take into account the teacher's short and clear explanations on the topic. should be taken. Knowledge, concepts, events, events, images in each application should be clear. In the applications, the graphics, images, sound, animation, audio text, theoretical rules of the students should be placed in accordance with the appropriate purpose, the first slide, the second slide will be given as a continuation of the topic, the teacher's creative fantasy, intellectual for the application to have special effects. capabilities should be high.

A well-thought-out and specially prepared multimedia presentation used in the lesson should draw the attention of students to the educational material and increase their interest in learning. However, it should not be forgotten that special effects (filling elements) should be used depending on the purpose of the musical base of the presented application. If applications contain more than the norm of such elements, then the effectiveness of the presentation will decrease to such an extent that it may have a negative impact on the quality and content of the lesson. It is necessary to find such a balance between the used presentation and multimedia educational material, special elements designed according to it, that the attention of the students should not be distracted from the educational materials, the use of multimedia tools, the use of various technologies, the students In-depth learning of educational materials is focused on their active and enthusiastic participation in this activity. Therefore, the multimedia presentation and all the works related to its musical decoration should be useful not only for the purposes and tasks of education, but also for multimedia presentations.

Sound and visual effects should never take the main and leading place and should not block the complementary and basic information that should be given. When creating and preparing multimedia applications, the following aspects should not be neglected. For each module, the form of description (image, video and content of educational materials) suitable for learners (students) and the name, context, pictures, background, image, graphics, musical sound, video and other multimedia options related to the module. present. Using the modules to model students' cognitive activity in the process of studying relevant educational materials and to create it from its results (for example, to determine the main sequence of transitions from slide to slide);

Strengthening acquired knowledge and skills with the help of multimedia tools and re-establishing communication with students (compilation of problems, control questions, modeling tasks, development of a method of analysis of answers, corrections to incorrect answers, instructions , advice, and designing assistance. Creating contexts suitable for the content of presentation applications, selecting and developing a sequence of pictures, drawings,

tables, diagrams, video images, modularizing each section of lessons (applications) from the point of view of its effectiveness; from the point of view, it is recommended to structure each module in the following order:

• Psychological preparation text, module annotation and introduction to it.
• Educational goals and tasks of the module.
• Multimedia educational materials (applications on the subject.
• List of main issues, problems, main (main) topics related to the module.
• Examples of previously created presentations, slides, applications.
• New apps and tutorials.
• Self-examination and questions determining student impressions (together with answers, comments, recommendations)
• List of educational literature on the module, information on the topic of the module (lesson), links to resources on the Internet.

When creating multimedia presentations for music lessons, it is necessary to take into account the capabilities of the computer, the main feature of receiving information from the computer screen. It is necessary to keep a single style of collecting information and presenting it for each lesson on one topic. It is necessary to strive to harmonize the structure and form of presentation of educational materials (user interface, use of graphic elements, creation of lesson templates) on the basis of a single goal. The use of standard fonts such as Times, Arreal is currently more convenient for presentations. It is possible and convenient to use two or three different fonts and text symbols (markers) for the entire presentation.

In conclusion, it can be said that the use of multimedia tools in music lessons, i.e., the use of multimedia applications during the course of the lesson, allows the students to visually understand educational materials or topics related to musical-theoretical and practical performance. reception, the subject and its content, knowledge and skills aimed at acquisition of educational tasks with the help of various harmonious forms, ensures easy assimilation.

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