

WAYS TO TAKE INTO ACCOUNT INDIVIDUAL CAPABILITIES HIGH SCHOOL MUSIC STUDENTS

Saidiy Said Boltazoda

Lecturer, Department of Music Education, Faculty of Art History, Navai State University, Navai, Republic of Uzbekistan

Annotation: the article reveals the system of such tasks - an ordered set of interrelated tasks focused on the knowledge, creation, transformation of objects, situations and phenomena of educational reality in a new quality. One of the pedagogical conditions for the effectiveness of the task system is the personal-activity interaction of students and the teacher in the process of their implementation. The following diagnostic methods are used in the lessons: observation, conversation, tests, questionnaires, questionnaires, research method: a package of diagnostic techniques, the method of musical-figurative graphics. For the development of creative abilities of students, tasks that contain several solutions are of great importance. For example, think of what a circle or square looks like. Examples of figures can be varied. Gradually, the tasks become more difficult. But children's creativity is especially brightly manifested in dramatization games. This is a puppet theater and a shadow theater, costumed performances based on famous fairy tales and stories, musical performances of fairy tales and stories, performances based on their own scripts.

Keywords: students' abilities / position of the subject / conditions for learning / creative process / Lesson using information technology.

Individual educational opportunities for students represent is the direction of development of students in the classroom and extracurricular activities that provide the student with the position of the subject of choice, development, implementation of the educational standard when the teacher provides pedagogical support, self-determination and self-realization, the creation of optimal conditions for learning and the promotion of the systematic growth of the student.

The development of individual capabilities as a formative concept seems to be especially important and relevant. This requires a system for the implementation of individual tasks at each lesson in the process of teaching students. Under the system of such tasks is an ordered set of interrelated tasks focused on the knowledge, creation, transformation of objects, situations and phenomena of educational reality in a new quality. One of the pedagogical conditions for the effectiveness of the task system is the personal-activity interaction of students and the teacher in the process of their implementation.

With this approach, the organizational function of the teacher is enhanced, the choice of optimal methods, forms, techniques is assumed, and the student's function is to acquire the skills of organizing independent creative activity, choosing the way to perform a creative task, the nature of interpersonal relationships in the creative process. All these measures will allow children to be actively involved as subjects in all activities.

The student-centered approach to teaching belongs to the humanistic direction in pedagogy. The main principle of this direction is that the student, not the teacher, should be in the center of learning. It is no secret that in every class there are students of different abilities: weak, average and capable, and even "gifted". Such a child is characterized by an excellent memory, a high level of thinking and

intelligence, well-developed speech, and a large vocabulary. Also characteristic of him are dislike for traditional teaching methods, the desire for leadership, increased demands on himself and others, the desire for excellence in everything, as well as intolerance, even snobbery. Capable, and even more gifted children quickly grasp the teacher's explanations, easily master the material and communication skills. They lack the pace of advancement, the complexity and originality of tasks that correspond to the characteristics of their cognitive activity.

Not always the giftedness of a child can be recognized immediately. Hidden talent manifests itself in a disguised form, it is not noticed by others. As a result, the risk of erroneous conclusions about the lack of giftedness of such a child increases - therefore, it is necessary to diagnose students in schools.

Diagnosis of giftedness should not serve the purposes of selection, but be a means of the most effective training and development of a gifted child.

The following diagnostic methods are used in the lessons: observation, conversation, tests, questionnaires, questionnaires, research method: a package of diagnostic techniques, the method of musical-figurative graphics "The Unknown in the Known", the "Association" method, the "Draw what others started" method.

The last three methods are universal in that, firstly: they can be used both as diagnostic tools and as independent exercises for the development of children's artistic imagination; secondly, they can be used in various school disciplines of lesson activities (music, fine arts, literature, psychology), as well as in the implementation of extracurricular activities; thirdly, they can be used both in individual work with gifted children and in work with the whole class.

A special role is played by the system of extracurricular research work of students, which makes the learning process interesting, expands knowledge beyond the topic, makes the learning process dynamic and attractive.

Role-playing games used in the educational process activate the creative process in the classroom, include elements of dramatization, provide an opportunity to organize a discussion, a lively exchange of opinions, and imply informal communication.

Extracurricular forms of work have ample opportunities to identify and develop the giftedness of students. These are electives, circles, participation in olympiads, competitions, scientific and practical conferences. Students become creative researchers, get job satisfaction.

Everyone knows that creativity is an activity aimed at research and leading to discoveries. Trying to think creatively, students more easily understand the material being taught and the possibility of its practical application. Using creative activity in teaching, the teacher achieves a greater effect. The thirst for discovery, the desire to penetrate into the innermost secrets of being are born at the school bench. The concepts of creative and creative abilities are close in meaning, but they also have significant differences, which will help to understand the words of I. Kant: "Creativity is characterized by uncontrolled spontaneity, creativity - managed productive imagination. Already in elementary school, you can meet such students who are not satisfied with simply working with a school textbook, they are not interested in traditional work in the classroom, they read dictionaries and specialized literature, and look for answers to their questions in various fields of knowledge. Thus, to support and develop the individuality of the child, not to lose, not to slow down the growth of his abilities - this is a particularly important task of education. The formation of the personality as a whole depends on how educational activity is organized. Therefore, much depends on how formed the cognitive qualities.

To solve this issue at the initial stage, tasks for the development of memory, attention, imagination, observation, as the basis for the development of creative abilities, help. There are a large number of these tasks in modern textbooks of any educational and methodological set. These are puzzles,

crossword puzzles, puzzles, etc. At the next stage, partial search tasks of different levels are proposed. Tasks can serve as an example: divide the figures into groups, find the “extra” drawing, find the pattern by which principle these figures were combined, etc.

One of the mental formations is creative thinking, which largely influences the success of training. Creativity is the ability to be creative.

For the development of creative abilities of students, tasks that contain several solutions are of great importance. For example, think of what a circle or square looks like. Examples of figures can be varied. Gradually, the tasks become more difficult. And great help in this is provided by games for drawing up figures-silhouettes according to their own plan, on the basis of which one can improve and strengthen geometric knowledge and skills, as well as develop the creative abilities of students.

Huge opportunities for development are provided by the subject of literary creativity. Can be used as practice tasks:

illustrations for the text, compiling filmstrips based on the work, modeling and appliqué, home-made books, and tasks of a speech orientation: continuation of the work (inventing your own ending), writing.

But children's creativity is especially brightly manifested in dramatization games. This is a puppet theater, and a shadow theater, costumed performances based on famous fairy tales and stories, musical performances of fairy tales and stories, performances based on their own scripts.

The creativity of children in these games is aimed at creating a game situation. In a creative game, as in no other activity, valuable qualities for children develop: activity, independence.

The modern child lives in the world of electronic culture. Information technologies penetrate deeper into a person's life, and information competence increasingly determines the level of his education. He must be able to independently, actively act, make decisions, adapt flexibly to changing conditions of life.

A lesson with the use of information technology becomes more interesting for students, which, as a rule, results in more effective assimilation of knowledge, and the level of visibility in the lesson improves. For a teacher, a computer is no longer a luxury, it is a necessity.

After all, right now there is an opportunity, together with the students, to immerse themselves in the bright colorful world of knowledge, not only pushing the walls of the school office with the power of imagination. Development in the conditions of rapid changes, the formation of the information society, the dominance of information and communication technologies, required fundamental changes in the education system. Today's children are subject to various tests. But, they are well versed in the world of communications, they are used to new ways of searching for information, they like to use a variety of technological innovations. The use of modern information programs and high-tech products in teaching has become a necessity.

Today there is a fairly large set of information technology tools available to the school teacher. When preparing and conducting lessons, office technologies can be used that allow you to create software products to support the teaching of your subject and organize student project activities; educational resources of the Internet; electronic educational resources (EER), which expand the possibilities of the educational environment and create conditions for the development of students' creative thinking.

Various tasks of an interactive nature can be performed using flash games, interactive maps, computer simulation models. With the help of a simulation computer model, fragments of the historical process can be reconstructed; deeper understanding of the meaning and meaning of some events; predict economic and political events.

When working on concepts, you can use dictation, but students prefer computer-based fillwords. Such work with concepts develops memory, a systematic vision of the material.

Work with the educational text on the computer, for example, insert missing words, write the term correctly, the task "solve the confusion", etc. activates mental activity and the efficiency of assimilation of the material due to interactivity, forms critical thinking, and group work develops communication skills.

It is also possible to use an animation map, animation diagrams, videos, illustrations, documents, as well as a contour map. When working with a contour map, students can, using a palette, color in territories, apply symbols, and fill in the legend of the map. The map can be saved and printed.

This type of task helps to develop a systemic vision, i.e. establish connections, structure the material. The tasks "Linguistic constructor", "Guess" (by the characteristic to recognize a historical figure) help to develop dialogic thinking, the ability to see contradictions and also logical thinking.

The use of interactive lectures, films, electronic simulators and tutors at different stages of the lessons allows you to increase the effectiveness of learning.

ICT can be applied at all stages of the lesson. At the stage of studying new material, ICTs help emotionally and figuratively present the material, simplify the perception of complex topics by students. At the stage of consolidation and control, electronic test tasks and simulators make it possible to more objectively assess the knowledge of the student.

ICT helps to prepare a creative person who is able to think and make decisions independently.

So, the development of individual capabilities as a formative concept seems to us especially important and relevant today. This requires a system for the implementation of individual tasks at each lesson in the process of teaching students. Under the system of such tasks, we understand an ordered set of interrelated tasks focused on the knowledge, creation, transformation of objects, situations and phenomena of educational reality in a new quality. One of the pedagogical conditions for the effectiveness of the task system is the personal-activity interaction of students and the teacher in the process of their implementation.

With this approach, the organizational function of the teacher is enhanced, the choice of optimal methods, forms, techniques is assumed, and the student's function is to acquire the skills of organizing independent creative activity, choosing the way to perform a creative task, the nature of interpersonal relationships in the creative process. All these measures will allow children to be actively involved as subjects in all activities.

Literature used:

1. Шерзод Шахриддин Ўғли Халимов, & Саидий Саид Болтазода (2022). Некоторые аспекты формирования и развития музыкального воздействия с ее последствиями на развитии ребёнка. *Science and Education*, 3 (3), 837-844.
2. Бахринисо Бахромжон Кызы Салимова, & Саидий Саид Болтазода (2022). Музыка как курс управления многоголосной музыки. *Science and Education*, 3 (3), 845-850.
3. Дилобар Шермамат Кызы Расулова, & Саидий Саид Болтазода (2022). Национальные инструменты Узбекистана. *История музыкальных инструментов: дугар и уд*. *Science and Education*, 3 (3), 858-864.
4. Саидий Саид Болтазода (2022). Оценка характеристик волнообразных голосов в хоровом пении. *Science and Education*, 3 (3), 865-871.

5. Наргиза Бахтиёр Кызы Кувватова, & Саидий Саид Болтазода (2022). Современные методы работы детьми с ограниченными возможностями обучения по музыке. *Science and Education*, 3 (3), 879-884.
6. Умид Собиржонович Ибрагимов, & Саидий Саид Болтазода (2022). Современные методы развития исполнительской техники учащихся на уроках инструментального исполнительства. *Science and Education*, 3 (3), 891-896.
7. Азизбек Рустам Оглы Рустамов, & Саидий Саид Болтазода (2022). Способы обогащения уроков игры на фортепиано передовым зарубежным опытом. *Science and Education*, 3 (3), 904-910.
8. Азизбек Рустам Оглы Рустамов, & Саидий Саид Болтазода (2022). Методы и приёмы обучения игры на фортепиано. *Science and Education*, 3 (3), 911-917.
9. Роза Уразовна Мухаммадиева, & Саидий Саид Болтазода (2022). Основы современного педагогического творчества по сфере хора. Дирижёр как оптимально управляющий голосом хора в музыкальном театре. *Science and Education*, 3 (3), 918-923.
10. Феруза Муминовна Нурматова, & Саидий Саид Болтазода (2022). Подготовка специалистов по прикладной музыке. Методы в преподавании музыкально-теоретических дисциплин на основе сольфеджирования мажоров. *Science and Education*, 3 (3), 924-929.
11. Отабек Адилевич Субхонов, & Саидий Саид Болтазода (2022). Методика развития творчества педагогов в академическом классе эстрадной ударной техники концерт-спектакль. *Science and Education*, 3 (3), 930-936.
12. Наргиза Бахтиёр Кызы Кувватова, & Саидий Саид Болтазода (2022). Интерпретация современных методов работы с малоуспеваемыми музыкантами. *Science and Education*, 3 (4), 1193-1199.
13. Дурдона Акмал Кызы Ропиева, & Саидий Саид Болтазода (2022). Вокально-хоровые песни, обработка народных песен и развития мастерства учащихся. *Science and Education*, 3 (4), 1200-1205.
14. Махлиё Раджабовна Мурадова, Азиза Фахритдин Кызы Эрназарова, & Саид Болта-Зода Саидий (2022). Интерактивные методы обучения творчеству русских композиторов классе фортепиано в детской музыкальной школы. *Science and Education*, 3 (4), 1605-1611.
15. Нуржахонбегим Тойир кызы Усманова, Дилнура Бахтиёр кызы Ахмедова, Саид Болтазода Саидий. Продвижение новых принципов творческого фортепианного исполнительства в профильных школах искусств и культуры. *Science and Education*, 3 (4), 1612-1617.
16. Саидий Саид Болта-Зода (2021). Влияние музыки на человека. *Academy*, (4 (67)), 63-65.
17. Бекзод Турсун Угли Алиев, & Саид Болтазода Саидий (2022). Простые, сложные и смешанные размеры музыки при проведении уроков дирижирования, креативные методы обучения. *Science and Education*, 3 (5), 1484-1492.
18. Азиза Фахритдин кызы Эрназарова, Саид Болта-Зода Саидий Интерактивная методика обучения жанрам, созданных на народные лады, учащимся музыкальных и художественных школ. *Наука и образование*, 3 (4), 1618-1624.
19. Отабек Адилевич Субхонов, & Саидий Саид Болтазода (2022). Основы управления музыкального диктанта по сольфеджио. *Science and Education*, 3 (3), 825-830.

20. Дурдона Акмаль Кызы Ропиева, & Саидий Саид Болтазода (2022). Технологии формирования и развития вокально-хорового мастерства учащихся через народные песни. *Science and Education*, 3 (3), 831-836.
21. К.Б. Холиков. Новые языковые тенденции музыкального образование ввремя пении хорового коллектива. *Scientific progress 2 (№3)*, pp. 1025-1031.
22. К.Б. Холиков. Преобразования в музыкальной деятельности Узбекистана по сфере хорового искусство. *Scientific progress 2 (№3)*, pp. 722-727.
23. К.Б. Холиков. Музыка и психология человека. *Вестник интегративной психологии*, 440- 443.
24. К.Б. Холиков. Тенденции строгой и детальной фиксации в музыке. *Scientific progress 2 (4)*, 380-385.
25. К.Б. Холиков. Проблемы автоматизированного сбора информации по анализу музыки, гармонию, контрапункта и совокупность аккордов. *Scientific progress 2 (4)*, 361-369.
26. К.Б. Холиков. Многоголосные формы музыки на основе традиционных принципов организации. *Scientific progress 2 (4)*, 375-379.
27. К.Б. Холиков. Гармония к упражнению голоса их роль в регуляции мышечной деятельности -при вокальной музыки.
28. *Scientific progress 2 (№3)*, pp. 705-709.
29. К.Б. Холиков. Вокальная культура как психологический феномен. Актуальные вопросы психологии, педагогики, философии 11, 118-121.
30. К.Б. Холиков. Важнейшие полифонические формы многоголосных произведений. *Scientific progress 2 (№ 4)*, pp. 955-960.
31. К.Б. Холиков. Краткая характеристика хорового коллектива. *Scientific progress 2 (№3)*, pp. 710-714.
32. Turayevich, Yarashev Jurabek. "Music Therapy." *International Journal on Economics, Finance and Sustainable Development* 3.3: 128-131.
33. Turaevich, Yarashev Jurabek. "The Polishing of Music in Central Asia for Centuries." *JournalNX* 8.05: 66-69.
34. Turaevich Y. J., Botirovna K. M. Creativity in the development of music and pedagogical activity in higher education // *Thematics Journal of Arts and Culture*. – 2022. – Т. 6. – №. 1.