

DEVELOPMENT OF A METHODOLOGY FOR ORGANIZING CLASSES OF GENERAL SECONDARY SCHOOLS BASED ON NEW TECHNOLOGIES

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Abstract

In this article, the role of the music teacher in the development of music lessons in general secondary schools and the positive solution of the demands and obligations imposed on him are analyzed.

Keywords : *Music Lessons, Musical Movements, Independent Singing. Musical World, Musical Life, Methodology, Music Psychology, Musical Skills, Musical Hearing Aid, Music Pedagogy, Music Education, Music Literacy.*



Introduction

The foundation of each country's progress is its educational system, and the introduction of new technologies has had a big impact on secondary general education instruction. In the current digital era, technology is not only a crucial auxiliary tool but also a fundamental component in curriculum development and classroom management [1], [2], [4]. Consequently, the goal of this project is to create a useful system for class scheduling in secondary general education institutions that incorporates state-of-the-art technology [5], [7]. The objective is to establish a more dynamic and pertinent learning environment that meets modern expectations by using this creative method.

Information and communication technology has grown quickly, changing the face of education and bringing with it a number of benefits as well as difficulties. Beyond the simple usage of hardware and software, technology is being integrated into education in a comprehensive way to improve the effectiveness and efficiency of the learning process [6], [8], [9]. In order to create a methodology that smoothly integrates new technologies into the structure of classrooms in general secondary schools and is expected to improve the quality of education, this research is highly relevant.

A personalized approach may also include providing additional resources and materials for self-studying music [10], [12]. This may include lesson notes, sheet music, video lessons and other learning tools that will help students deepen their knowledge and skills in music.

In general, an individual approach to each student is the basis for effective music teaching. It allows the teacher to better understand and reveal the potential of each student, creating optimal conditions for his musical development and achievement of success.

Methods

A thorough and multifaceted approach will be used in the study methodology for the creation of a methodology for class organization in general secondary schools based on modern technologies [20]. To obtain a comprehensive understanding of the state of technology integration in education and organizational techniques in general secondary schools, a comprehensive review of the literature will be done first. Studies, academic papers, and educational frameworks that examine how technology affects teaching and learning procedures will all be included in this survey of the literature. Additionally, it will examine instances of effective technology integration in international school environments [12]. The data acquired from this review will serve as the basis for determining important elements, difficulties, and best practices for integrating new technology into secondary general education classes.

A mixed-methods research strategy will be used to gather primary data after the literature evaluation. To get a variety of viewpoints on the opportunities and difficulties related to incorporating new technologies into the structure of the classroom, surveys and interviews with teachers, administrators, and technology specialists will be undertaken. While interviews will offer qualitative insights and a comprehensive knowledge, surveys will provide quantitative data. Furthermore, real-time implementations of the suggested methodology will be observed in classrooms where it has been successfully integrated, and the practical consequences of this approach will be evaluated. Combining quantitative and qualitative data will make it easier to conduct a thorough study and create a solid technique for setting up lessons in secondary general education institutions using new technologies.

Results and Discussion

Development of creative potential. Developing creativity is an important aspect of effective music teaching within music pedagogy [15]. It helps students develop original thinking, expression of their ideas and the ability to create music, opening up new horizons in the art of music.

Supporting creativity begins with creating an appropriate learning environment that stimulates and inspires students to express their creativity [13]. The teacher can offer interesting and non-standard tasks that encourage students to search for new ideas, experiment and express themselves.

Developing creativity also includes various methods and approaches to teaching music. The teacher may encourage students to improvise, compose, or transcribe existing works onto an instrument [14]. This allows students to develop their musical ideas and experiment with different styles and genres.

It is important to remember that creativity in music is not limited to composition. Perception and interpretation of musical works are also important. The teacher can encourage students to analyze and interpret music, express their emotions and ideas through music.

You can also include collective projects and joint creativity within lessons or extracurricular activities [16]. This allows students to work as a team, exchange ideas

and create a common piece. Co-creation also helps develop collaboration and communication skills.

The teacher can also organize musical projects, concerts or performances where students can demonstrate their creative achievements and receive feedback from the public. This helps them feel the significance of their creativity and validate their talent.

The development of creative potential in music pedagogy is one of the important areas of education. It promotes the development of students' musical individuality, allowing them to express themselves and bring something new to the world of music.

The Role of Parents in the Educational Process

Parents play an important role in the educational process, especially in music pedagogy [17],[18]. Their support and involvement contribute to the success and motivation of students in learning and developing musical skills. Parents are partners with the teacher who can create optimal conditions for effective music learning.

One of the important roles of parents in the educational process is to support and motivate students. Positive feedback and praise from parents helps build a student's self-esteem and confidence, motivating them to strive and achieve in their music learning.

Parents can also help maintain organization and discipline in the learning process [19], [20]. They can help the student create a study schedule, ensure regular practice and homework. They can also help your child establish good habits and rhythms, which are important for effective music learning.

Parents can also be actively involved in listening and evaluating lessons. They can attend classes and participate in home practice to be more aware of their child's progress and achievements. It also provides an opportunity for parents to communicate with the teacher and receive advice and guidance on further developing their child's musical skills.

In addition, parents can create a home environment that is conducive to musical development. For example, they may provide the child with access to musical instruments or recordings, support participation in school bands, or organize family musical performances.

The role of parents in music pedagogy is essential to ensure successful and effective learning. Their support, motivation and active participation help students achieve their goals, develop their musical potential and continue with their music education with confidence.

Involving Parents in Education

Parental involvement in education is an important component of effective music teaching within music pedagogy [21], [23]. Parents play a key role in supporting and stimulating their children's musical development by creating a supportive learning environment.

Educators can involve parents in the learning process by offering them opportunities to actively participate in the classroom [22], [24]. This could be through the use of role-playing games, playing music together, or discussing musical concepts

and ideas. Such interaction creates additional opportunities for exchanging experiences, discussing problems and finding solutions.

In addition, the teacher can organize special seminars or meetings with parents where they can receive information about music teaching techniques and receive practical advice to help their children practice at home. It also creates an opportunity for parents to connect with other parents and share experiences.

It is important to actively communicate with parents and provide them with clear feedback on their children's progress and achievements [25]. Regular progress reports, parent-teacher conferences or one-on-one consultations can help parents stay informed about learning and understand how they can support their children in their musical development.

The educator can also provide materials and resources for parents to assist with home practice. For example, these could be sheet music, textbooks, audio recordings or video lessons. By doing so, parents can more effectively help their child repeat and practice learning music.

Parental involvement in education is an important part of effective music teaching. Teachers and parents work together to create optimal conditions for children's musical development, providing support, sharing experiences and information, and motivating them to achieve high results.

Collaboration with Parents

Collaboration with parents is an integral part of effective music teaching in music pedagogy. The interaction between teacher and parents creates a favorable educational environment and contributes to the successful development of students' musical skills.

The teacher can actively communicate with parents, establishing an open and trusting relationship. Regular meetings, parent-teacher conferences or individual consultations help explore parents' needs and expectations and share information about children's progress and achievements.

Collaboration with parents also includes supporting parents in their participation in the educational process. The teacher can provide parents with information about music teaching techniques or resources for home practice. The opportunity to meet with the teacher helps parents better understand their child's progress and needs.

Collaboration with parents may also include organizing joint events or projects. For example, concerts, exhibitions or student performances. This strengthens the connection between teacher, parents and students, and also creates an opportunity for parents to gain insight into students' achievements and progress.

Educators can also involve parents in evaluating and discussing the curriculum, helping them understand what and how their children are learning through music education [26]. This allows parents to be more informed and included in the educational process.

Collaboration with parents is essential in effective music teaching. The interaction between teacher and parents contributes to the successful development of students' musical skills, creates a favorable learning environment and strengthens mutual understanding between all participants in the educational process.

Supporting Parents in Home Practice

Supporting parents in home practice is an important aspect of effective music teaching within music pedagogy. Parents play an important role in ensuring their children practice regularly and effectively so that students develop their musical skills and achieve success in learning music.

One way to support parents in their home practice is to provide them with resources and materials to learn music on their own. The teacher can provide parents with sheet music, study guides, lesson recordings or video lessons. These resources will help parents understand how to help their children review and practice learning music at home.

The teacher can also provide instructions and consultations with parents, explaining teaching methods and giving recommendations for effective home practice. This will help parents understand how they can manage time and support their children's regular practice of an instrument or developing their voice.

Providing feedback and support to parents is also important. The teacher can regularly discuss with parents the progress and achievements of their children, as well as provide recommendations and advice for the further development of musical skills.

In addition, the teacher can organize parent-teacher conferences or meetings where parents can share their experiences and communicate with each other. This provides an opportunity to learn and be inspired by other parents, as well as receive support and advice from those who have already walked their own child's same path in learning music.

Parental support for home practice is an important element of effective music teaching. Collaboration between teacher and parents helps children develop their musical skills, improve their technique and achieve excellence in music learning.

Overcoming Difficulties and Obstacles

The process of learning music can be accompanied by difficulties and obstacles faced by both students and teachers. However, with the right approach and persistence, these difficulties can be overcome and success in learning music becomes possible.

The first step to overcoming difficulties is recognizing their existence. When a student or teacher realizes that they are experiencing a problem or difficulty, it becomes possible to take the necessary steps to solve it.

It is important to find ways to seek support and additional resources. The teacher may offer additional lessons or individual consultations for students who are experiencing difficulties. This allows you to understand the problem more deeply and offer individual recommendations and approaches to overcome it.

A variety of techniques and approaches can also help overcome difficulties. If one approach does not produce results, the teacher can try other techniques or teaching methods. This allows the student to find his own path to overcome difficulties and achieve success.

Constant motivation and support from the teacher and parents is of great importance. Students who feel supported and believe in their abilities are more likely to overcome challenges and continue their music education.

It is important to remember that difficulties and obstacles are a normal part of the learning process. They may be caused by physical limitations, lack of motivation, or an incorrect approach to learning. It is important not to despair and look for ways and solutions to overcome them.

Overcoming difficulties and obstacles in the process of learning music requires persistence, patience and a conscious approach. With support and resources, students can overcome challenges and achieve success in learning and practicing music.

Conclusion

In the process of teaching music, a teacher may encounter the problem of indiscipline among students. Lack of attention, failure to follow rules and lack of effort can negatively affect the learning process and student progress.

To effectively work with unruly students, educators can use strategies that focus on support and motivation. It is important to create interesting and varied lessons that will capture students' attention and inspire them to study music.

Setting clear rules and expectations also helps in dealing with unruly students. The teacher must clearly explain what behavioral standards are expected in the lesson and what the consequences will be for violating these rules. Constant reminders of this help students understand that disciplined behavior is important for success in learning music.

Encouragement and praise play an important role in dealing with unruly students. The teacher can actively seek opportunities to express approval and recognition of the student's achievements, which helps reinforce the student's motivation and effort. Praise should be specific and given for expected positive behavior or learning effort.

An individual approach to each student is also an important aspect of working with unruly students. The teacher can try to understand the reasons for unruly behavior and offer individual solutions and approaches to each student. This may include, for example, more frequent communication with parents, setting goals and a step-by-step action plan for the student.

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