

**CONTENT AND LEVEL OF COMPETENCE OF MUSIC CULTURE LESSONS IN
SECONDARY SCHOOLS**

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Annotation:

This article examines and highlights "the content and level of competence of music culture lessons in secondary schools".

Keywords: Education and training, Music Culture, Art, pedagogy, competency, integration.

Introduction

Music education of every country serves the social system of the people ideologically and politically. The methodology of music education in the education of each nation is based on didactic laws of pedagogy and the national musical culture, language and cultural traditions of this nation. At the same time, the structure, system (system) of music education and scientific-methodical achievements have a positive effect on the educational culture of other nations.

If we are talking about the spiritual perfection of a person, this goal cannot be achieved without the art of music.

- a) Music - by its nature, it evokes emotional and spiritual experiences,
- b) Music - a person who cultivates a delicate taste,
- c) Music - both the listener and the performer to sophistication and spiritual perfection exclamation is a powerful tool.

Of course, music does not automatically shape the personality and determine its positive qualities. What we want to say is that the ideological content of music is related to the education of not only the young generation, but also the entire humanity. The perception of music by children should first of all begin with the perception of our national music.

In conclusion, it can be said that music education is the development of the national spirit in the hearts of children who are being formed as individuals, the formation of spiritual and moral culture, the musical taste, the enrichment of their musical imaginations, and the development of patriotism, humanitarianism, and entrepreneurial abilities in them.

In this process, that is, we have many problems in improving the content and level of competence of music culture classes in general secondary schools;

1. Lack of video tutorials in the teaching of music culture lessons in general secondary schools;
2. The lack of cooperation with other European countries for the development of online classes and distance education in the teaching of music culture classes in general secondary schools, because the art of music does not choose a language or nationality.
3. Also organizing distance master-classes directly with international European countries.

For this, the teacher first analyzes the level of preparation of the students, studies their spiritual characteristics, and their interest in learning. Difficulties in educational activities can be one of

the reasons for using the integration method. The success of some students in one subject may depend on the knowledge and skills they have acquired in another subject. For example: a student's ability to read quickly and correctly depends on a literate and fast copying of text. But if such cooperation is not clearly shown or if there is no generality, it can be seen that it is not enough for the teacher to give a separate lesson if he correctly assesses the content of the subject plan. We know that the world is one, it is connected by countless internal relations, so it is difficult to solve one important issue without touching many other issues. Similar comparisons can be the basis for integration. In the programs of a number of subjects, there are "intersections", that is, one phenomenon, that is, an object from different points of view, which is one with the general treatment and problems. All this is an application for integration. But the basis of unification is very deep. If the teacher identifies areas related to such interaction in the subject he is teaching, they, in turn, determine that it is possible to help increase the effectiveness of teaching, in order to achieve the set goal, it is necessary to develop its technology.

Taking into account the activities of the teacher and the student, in the conditions of the integrated lesson, it often causes arguments and disagreements. Naturally, there are student groups in each class. They differ from each other according to the types of memory, perception and attention. The feature of an integrated lesson is that 2 or 3, sometimes even more, pedagogues can participate in this process. Is it easy or difficult to pass such an integrated lesson? Mostly it depends on the teachers. However, it should not be forgotten that the lesson is an important part of this work. It is through the lesson that the main issues are implemented in the integrated course, and the result can be successful or unsuccessful. But the concept of an integrated lesson is still controversial. What are the signs of an integrated lesson?

- 1) The integrated course itself is a new complex unit, which has a completely different form and is focused on solving problems clearly and effectively.
- 2) They are planned on the basis of 2 or 3 subjects. Therefore, several teachers or the material of several educational subjects are mechanically combined.
- 3) Methods, skills and abilities to activate the process of interest in learning will be developed. Teachers can conduct the lesson together or separately, but the results solved by common actions. Often, new teachers enter the 5th grade and make different demands on students, and they struggle for a long time. It can be seen that our pedagogues in our schools do not have a common educational policy and do not act as a team. Within the limits of the integrated lesson, teachers should first determine what is important and what is secondary. In this lesson, students should learn to express their work clearly and accurately, formulate oral questions correctly, self-control, and self-evaluation. The lessons created on the basis of such cooperation of teachers will be integrated, but the material learned on the basis of them will not be synchronized with each other.

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