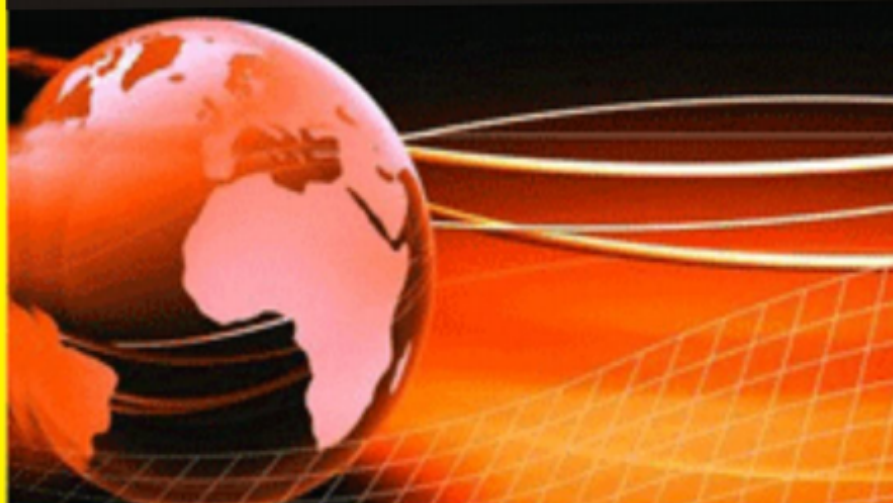


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**VISION**

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## CRITERIA FOR DEFINING THE LEVELS OF KNOWLEDGE, SKILLS AND FORMS OF HARMONY SCIENCE

U.S.Ochilov \*

\*Teacher at BuxDU,  
UZBEKISTAN

### ABSTRACT

*Theoretical knowledge on the subject of Harmony is a unique element of preparing students to teach music culture on a particular system. This article is about how students' harmonic concepts should be transformed into meaningful, sustainable, purposeful and practical skills. Keeping track of changes in the levels of future teachers' training, all the results of their qualitative characteristics, as well as analyzes the dynamics of student readiness allows them to set their level of knowledge on high, medium, and low. Methods and tools for controlling the quality of musical and theoretical knowledge, harmonic cognition, theoretical and practical skills, and creative thinking are used in the learning process. Efforts are to be made to ensure that there is an ongoing counterpart that allows us to select the most appropriate form, method, method and tools to positively assist future teacher training. Future teachers need to make sure that the knowledge and skills of Harmony are the basis for the preparation for practical activities, that the theoretical material, knowledge, skills and abilities that are being mastered are reflected in the creative development of the student.*

**KEYWORDS:** *Harmony, Lad, Harmonic Vertical, Modulation, Music Theory, Solfeggio, Period, Sequencing.*

### INTRODUCTION

Future teachers of music should aim to achieve the pedagogical effectiveness of the content, form, tool, method and method of forming theoretical and practical knowledge and skills in harmony:

- to study the interconnection, collaboration, interaction and interrelationship of the components of the process of forming theoretical and practical knowledge and skills in harmonic science in future music teachers;

- To determine the factors and conditions of formation of students' theoretical knowledge on Harmony;
- Determine the effectiveness of these factors in problem solving;
- Identifying key trends in the process of preparing future music teachers based on a review of the above factors and conditions;
- finding the legal connection between the educational impact and student activities between the integral content and logic components, goals, objectives, methods, forms and results;
- To identify forms, methods, means and means of connection with pedagogical goals and methodological processes.

Methods and tools for controlling the quality of musical and theoretical knowledge, harmonic cognition, theoretical and practical skills, and creative thinking are used in the learning process. Efforts are to be made to ensure that there is an ongoing counterpart that allows us to select the most appropriate form, method, method and tools to positively assist future teacher training. This includes the monitoring of students' theoretical and practical knowledge, individual, group interviews, questionnaires, questionnaires, writing, research and analysis of students' creative work.

Implementation of the proposed process model in Harmony Science will be focused on identifying the content of activities to improve student readiness<sup>1</sup>. Particular attention should be paid to the peculiarities of teaching music-theoretical subjects.

In particular, the level of preparation of each student in groups should be monitored to allow for a positive change in quality indicators.

#### Exercise model

1	Prepare students with the acquisition of new knowledge, theoretical and practical skills and skills, and provide them with the goals and objectives of this lesson.
2	Demonstrate new knowledge both in theory and in practice (using technical means).
3	Practical application of theoretical knowledge on Harmony (direct and independent).
4	Activities related elements: theoretical mastering of the subject; writing exercises; playing on the piano; harmonic analysis.
5	Focus on extracurricular activities, independent work, and executive skills development.
6	Completion of the end of the course with theoretical and practical tasks aimed at developing students' creative abilities.

One or two components dominate the training model above. Computer and piano are used to provide the demonstration experience.

Theoretical knowledge on the subject of Harmony is a unique element of preparing students to teach music culture on a particular system. The important thing is that the harmonic concepts acquired by students need to be transformed into meaningful, sustainable, purposeful and practical skills.

The focus of attention is primarily on the emotional response of students to a particular harmonic source, the theoretical and practical tasks, creative approaches, mastering of activities, the basics



of Harmonics, Harmonic Vertical, and Modulation. desire and aspiration to master the interrelationship knowledge; answer questions; enrich their theoretical and practical knowledge and skills in the process of independent work; good knowledge of other disciplines, including music theory and solo music, to master the harmony; and a clear understanding of the musical language system and its role in the harmony.

Future teachers need to make sure that the knowledge and skills of Harmony are the basis for the preparation for practical activities, that the theoretical material, knowledge, skills and abilities that are being mastered are reflected in the creative development of the student. At the same time, it is necessary to pay particular attention to individual stages of this process, the classes, their components and, most importantly, the students, the individual and differential approach to them.

It is possible to record the changes in the level of future teachers' training, to monitor all of their quantitative and qualitative characteristics, and to analyze the dynamics of student readiness, to determine their level of knowledge by high, medium, and low scores.<sup>2</sup>

The degree of formation of students' knowledge, skills and abilities in Harmony is determined by the following criteria:

High:

- High interest in the science of Harmony;
- have a complete and clear understanding of the topics covered;
- be able to apply the acquired knowledge in practice;
- to analyze the work or its excerpt in the ordinary form;
- independent harmonization of a melody or bass;
- Knowledge of basic principles;
- computer access;
- be able to distinguish features of harmonic language of a work, composer, stream;
- be able to play chords, create sequences and sequences, compose and execute chords.

Intermediate:

- have an understanding of the topics covered;
- partial application of acquired knowledge in practice;
- to play chords on the piano, but not to connect the structures;
- Harmony of the bass or bass provided by a teacher;
- knowledge of basic principles.

Bottom:

- insufficient formation of interest in the subject of Harmony;
- lack of personal qualities in knowledge, skills and qualifications;

- Lack of theoretical knowledge;
- make gross mistakes in practical work;
- inability to play the piano;
- knowledge of basic principles.

The main final indicators of future teachers' mastering of theoretical knowledge in Harmony are:

- development of basic rules and regulations;
- study of expressive possibilities, stylistic features of harmony;
- to know the importance of harmony in shaping;
- harmony of a melody or bass;
- making and playing circuits in the form of chords, playing diatonic sequences;
- analysis of a simple work or excerpt from it;
- playing piano accompaniment to music;
- Knowledge of Sibelius software on PC.

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