

The role of club activities in the development of students' musical abilities in general education schools

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Annotation: This article discusses the purpose of organizing music activities in general education institutions out of school and out of class, and their main tasks. These requirements for musical aesthetic education should be met in all parts of the education system in accordance with the content and essence of music-educational and music-educational goals and objectives, and in extracurricular activities students should be taught music-theoretical lessons. to strengthen their knowledge, to be able to apply it in practice, to be engaged independently in any type of musical art (according to their interests), to acquire special knowledge and skills of practical performance

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The culture of music through art, the role of secondary schools in the consistent implementation of the formation of the spirituality of the child's personality is especially great. Thanks to the talent, music education in the schools of the republic was made like the new Constitution. Music is a key factor in the educational system. However, there is another factor in the music education system that complements and enriches the teaching process, and that is the system of music education outside the classroom and outside of school. The approach to the issue of education is first and foremost its importance and purpose.

The importance of music education outside the classroom and school: The first is to meet the artistic needs of students, and the second is to expand the enrichment of knowledge and skills acquired in the classroom. Enrichment and application to practical activities. The purpose of music education is to bring up the younger generation at the level of a cultured person who can inherit our national musical heritage and appreciate and appreciate the existence of universal music.

The system of music education also includes forms of music education outside schools, including children's special music schools or creative houses, palaces, children's theaters and others. It should be noted that in recent years, special attention is paid to the further improvement of the system of out-of-school music education. The constitution provides promising guidelines for out-of-class music education systems. In particular, it was noted that the expansion of various music clubs and studios for gifted children from children's homes, the expansion of the network of children's music schools, the opening of colleges and lyceums that study music in detail will provide opportunities for the development of private art schools.

The task facing schools and out-of-school educational institutions is to create a single system of internal aesthetic education. These systems determine the integrity of a person's all-round good development. It is a defined system of knowledge, i.e. aesthetic feelings, inculcation of interests, learning, thinking, reflection, attitude, value orientation, views, evaluations, ideas, activity (creative, aesthetic), perfection to increase knowledge and o 'z is self-education. According to the complex, systematic application of the content of aesthetic education in the classroom and extracurricular activities, first of all, three units of tasks - educational, pedagogical, developmental,

the integration of psychological and pedagogical processes, taking into account the educational process and society, adherence to knowledge and so on. The rules should be based on content. They determine the direction of the student's personality. To achieve these goals, students can use clubs, faculties, art history, the study of certain types of art, world and national culture, clubs, cultural dorilfuns, nature lovers' society and other forms of education. Extensive use of educational resources should be made according to the content and structure of classroom and extracurricular activities. In all kinds of extracurricular and extracurricular activities, and in the various programs that are being revived, attention should be paid to the formation of the individual, to spiritual maturity, to the teaching of living responsibly at complex intersections of life. In particular, middle and older students need to be taught to independently improve their knowledge and skills. It is necessary to find new forms and content of aesthetic education. In particular, it is necessary to study folklore, national aesthetic ensembles, national dances and songs, the theory and history of national traditional forms of art, to restore the methods of ancient aesthetic education.

The role of family and environment in the development of children's creative abilities is high. It is especially important to look for talented children in rural areas of the country, to ensure the consistent and continuous education and upbringing. Talented children should be provided with diagnostic methods, curricula and teaching methods, education and training programs in their creative development, taking into account the territorial characteristics of the area. It is also necessary to provide full support for the search, finding and upbringing of modern materially, technically and financially gifted children. In order to protect the health of gifted children, it is necessary to identify ways to protect them from trauma, to provide spiritual assistance, to study the state of mental excitement - to develop recommendations for creating conditions for the development of their creative abilities.

Identifying, providing, and educating talented children depends on the following factors:

- To understand the social significance of this definition, its connection with the prospects of training the intelligence, creativity, power of the republic;
- Development of general diagnostic programs in different age groups, with the availability of psychiatric diagnostic methods and methodological materials;
- to promote a single network of specialized institutions for working with gifted children (on specially prepared plans, programs and science-based methodologies, etc.);
- to develop the necessary curriculum guidelines for working with gifted children in public schools;
- Programs developed by special groups on the ground, approved by public education, state and public institutions, creative associations (prospects and stages of work with gifted children in these programs, allocation of funds for such activities and many other activities on their territory, their to provide);
- Involvement of the general public in the solution of the tasks, the formation of the Republican Methodological Council (this council includes leading scientists and specialists of the Ministries of Public Education, Higher and Secondary Special Education, Public Education, creative associations, practitioners. (teachers, out-of-school educational institutions);
- Research is a set of normative documents for schools, classroom development, the creation of a source of information about talented students, the creation of a single methodological basis for their teaching and education (stratification, individualization, humanization). Teachers and educators of gifted and talented children should have different curricula and programs for gifted children.

The implementation of the Concept of out-of-class and out-of-school educational work requires attention to the following key activities:

- Development of a set of measures and targeted programs in specific areas of the organization of the educational process.
- training and advanced training of pedagogical staff who organize educational work on the basis of modern requirements;

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