

Pedagogical Possibilities for Teaching Students to Play Musical Instruments in Music Clubs

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Abstract. *The article reveals the content of extracurricular educational and educational work, the development of students' aesthetic thinking through instrumental performance in music circles, the content of meaningful spending of students' free time and pedagogical organization of their work on the basis of various activities. At the same time, the forms and methods of aesthetic education of students through music circle classes are highlighted.*

Key words: *instrumental performance, aesthetic thinking, extracurricular activities, music circles, form, method, educational work, circle plan, students, circle leader, tasks.*

Introduction: The content of extracurricular activities is a component of the educational work of a general secondary school, one of the forms of organizing students' free time. Extracurricular activities provide students with ample opportunities to develop their aesthetic thinking through instrumental performance in music clubs, to form them as complete individuals, and to prepare them for independent life. Extracurricular activities include a system of various activities conducted with students and aimed at educating and aesthetic education.

The updated content of education in our country, which meets the world standards, is improving not by itself, but through the achievements of advanced pedagogues - scientists, Methodist teachers and pedagogy around the world. Therefore, at the present stage of education, the task of reforming education is to focus on the formation of creative teachers responsible for the education of the younger generation in the conditions of rapid development of innovative, intensive information and information technologies, computerized model teaching.

It is known that the subject of didactics consists of teaching, learning and the content of education. Ignoring any of these three components destroys the content of education. Both teaching and learning and their end result depend on the content of the education. The study of different topics in a specific way in the educational process stems from its specificity and content, which largely depends on the organizer of the study, that is, the teacher (pedagogue).

It is the teacher who activates any subject, including music, in the teaching process, giving them the opportunity to express themselves as active learners, independent thinkers, and learners. The teacher determines the conditions of use of teaching methods, ways, forms, tools that are convenient and interesting for himself and the learner, the effectiveness of the learning process with the help of advanced pedagogical technologies tries to increase.

That is why pedagogical technology, didactic technology, educational technology are considered to be the most effective tools in the educational process. They are widely used in the practice of world pedagogy today.

Pedagogical technology is a priority in the organization, management and control of the educational process in our country, as well as in the education system of the most developed countries. Therefore, it is important that all educators are well aware of pedagogical technologies and use them in the educational process. This is in accordance with the objective laws of development of society, and with the development of society, the content, goals and objectives of education are improved accordingly.

That is why pedagogical technology, didactic technology, educational technology are considered to be the most effective tools in the educational process. They are widely used in the practice of world pedagogy today. In the current situation, the main directions of human activity are becoming a model system that allows the full implementation of development goals, ie the technology of education. Due to this, as in all areas of science, the focus is on new technologies in music education.

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These activities are organized outside of class time by the pedagogical team, class teacher, spiritual leaders, and the head of the music club. Music club activities are of great help in organizing extracurricular activities at school[3].

The main forms of extracurricular activities include public works, events, competitions, round tables, exhibitions, book presentations, nature trips, open houses, trips to museums, excursions to historical monuments, club activities, and independent work (students' extracurricular studies, collecting collections, independent study of technology, music, fine arts, drawing, etc.) [1].

The development of students' aesthetic thinking through instrumental performance in music circles, firstly, allows students to fully reveal their individual abilities, to express themselves, and to develop self-confidence.

Secondly, it enriches their human qualities and personal experience, diverse activities, and knowledge and skills.

Thirdly, it helps students to increase their enthusiasm and interest in various types of activities. Students develop an interest in work, and they learn to organize their activities independently.

Fourthly, students learn to demonstrate their individual characteristics and cooperate with others, and care about their comrades. At the same time, each type of extracurricular activity is creative, educational, sports, labor, and game activities, enriching students' experience of interaction in a certain direction.

The development of students' aesthetic thinking through instrumental performance in music circles, on the one hand, contributes to the development of the educational process, and on the other hand, it serves to develop the educational aspects of students.

Lessons are the main factor in the music education system. However, in the music education system, there is another factor that complements and enriches the lesson processes, which is the system of extracurricular music education. When approaching the issue of education, its importance and purpose are the first. The importance of extracurricular music education is: firstly, to satisfy the artistic needs of students, and secondly, to expand, enrich and apply the knowledge and skills acquired in the classroom to practical activities.

The necessary conditions for the musical development of gifted students are created. Only by achieving the effectiveness of extracurricular music classes, the implementation of the goal of educating musical culture, which is a component of the spiritual culture of students, will be more effective.

The results of the analysis of the activities of the music club leader indicate that they must have full special training in this area of specialization. This is especially evident in the processes of organizing and conducting mass and club forms of events included in the system of extracurricular music education by the club leader.

So, there are mass and club forms of extracurricular education. Mass events, by their nature, require the involvement of more students. However, they do not require any special abilities, special musical knowledge and skills. These events include song festivals, music weeks, art festivals, musical creative meetings, competitions, etc. These events, fulfilling the function of musical education, effectively contribute to the development of students' artistic interests, satisfying their spiritual needs and aesthetic education of students.

Another form of extracurricular music education is music clubs, which are traditional in nature. They include choirs, instrumental music lessons, vocal ensembles, and instrumentalists' (dutar players, rubab players and doira players) groups[2].

This form of music education also has its own characteristics. The basis of the circles is music lessons. Because students who are capable and not fully accustomed to music lessons are attracted to music circles. The lesson is taken into account the ability and interest of each child, and he is attracted to one or another music circle at his request. It should also be noted that famous artists, talented artists, and wonderful singers were brought up and matured in one of these music circles.

What activates the activity of the circle is the school stage. In it, the circle members develop their abilities by performing on stage, and the audience develops their musical and aesthetic tastes by listening to and watching the performances.

Analysis and Methodological Part:

There are many things that a music club leader should do. They are: First, in extracurricular music clubs in secondary schools, it is advisable for the leader to use a wide range of musical art samples based on several criteria.

1. Identify the talents of members of music clubs organized by type of music club, select a repertoire of musical works, and take into account the interests and mastery of students;
2. Take into account the musical abilities, interests, and performance capabilities of students when choosing a repertoire of musical works;
3. Make the works selected from the repertoires have an aesthetic educational impact on the students' worldview, thinking, and effectiveness;
4. Instill in the members of the club a desire for study, creativity, labor, creative research, independent work, and socially useful work;
5. Focus on the importance of studying musical works in circle classes for mastering other components of music education (musical literacy, music theory, musical literature, musical creativity).

Secondly, to pay attention to the fact that the use of musical works for educational purposes and aesthetic education serves to reinforce the topics covered in the classroom;

Thirdly, when referring to Uzbek folk music, to pay attention to the characteristics of which local musical style they belong to, genre, participation of musical instruments in the performance, dance accompaniment, etc.[4].

Fourthly, the leaders of music clubs in secondary schools should thoroughly prepare for each lesson, enrich themselves with theoretical and practical knowledge of music education and music creativity, and improve their knowledge, skills and qualifications by working on themselves.

The importance of developing students' aesthetic thinking through instrumental performance in music circles. It gives a specific character to the goals and objectives of the pedagogical process in the entire education system and serves as an integral part of their implementation. For example, teaching is not of primary importance in extracurricular educational work[3].

The educational task of extracurricular work is not only to form the system of scientific knowledge, learning skills and competencies, but also to educate students aesthetically and at the same time to teach them certain behavioral skills and certain skills for collective life. Its developmental function

in extracurricular work is of great importance. At the same time, the task of extracurricular educational work is also to develop the individual abilities of students.

The development of aesthetic thinking of students through instrumental performance in music circles can be used both in individual work and in mass work. They are carried out in the following stages.

Studying educational tasks. This stage is aimed at studying the specific characteristics of students and the class team. The intended goal is to objectively assess the pedagogical reality, identify its positive aspects (the best aspects of the student, the team), as well as what needs to be corrected, formed, and the most important tasks. The study is carried out using methods known in pedagogical research. For example, using observation, the teacher collects information about each child and the team as a whole. Interviewing is an information-gathering method. In this case, the interview is conducted not only with the student and the class, but also with parents and other teachers working in the class.

In individual work, the products of the child's activity are of great importance: drawings, small items, poems, stories, etc. In the study of the team, the sociometric method prevails in terms of providing information.

Modeling extracurricular educational work is that the teacher creates an image of a certain form in his imagination. In this case, the goal and general tasks of extracurricular work should be used as a reference. The general goal should be to cultivate the qualities of sociability. The specific goal is to increase self-esteem, eliminate anxiety, that is, to form a positive "I'm" concept.

For example, 1st grade students are friendly, pleasant, but not eager for knowledge. The general goal of extracurricular work is to develop interest in knowledge, the main task is to develop, the specific goal is to expand the circle of consciousness and knowledge of students, to form cognitive activity. In accordance with the goal, tasks of extracurricular work and the results of studying the class and students, its content, forms, methods, and means are selected. This stage is very important for making adjustments to educational tasks, their content, forms, and planning subsequent extracurricular work.

Conclusions:

In conclusion, the development of students' aesthetic thinking through instrumental performance in music circles consists of meaningfully organizing students' free time, educating them in a musical spirit, developing their musical knowledge, worldview, and musical abilities, meaningfully using the customs and traditions of the people in the spiritual and moral education of students, and developing and applying organizational pedagogical forms and tools based on national values .

When establishing musical instrument teaching activities in music clubs of secondary schools, it is recommended to adhere to the following recommendations:

- ensure the implementation of organizational work related to the establishment of musical instrument performance activities;
- formulate a list of music club members, a schedule of training days;
- create educational and normative documents and material and technical support for music clubs;
- effectively organize music clubs, enrich their content, and conduct creative research by the head of the music club;
- ensure the participation of club participants in various events, competitions, festivals, and the media.

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