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IMPROVING THE MUSICAL LITERACY OF PRIMARY SCHOOL STUDENTS IN EXTRACURRICULAR ACTIVITIES

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ABSTRACT

This article discusses how to improve the musical literacy of primary school students in extracurricular activities. The article also provides advice on the importance of conducting music clubs for students to spend their free time outside of school. It also provides advice on how to organize, run, and organize music clubs.

KEYWORDS

Lessons, schools, music clubs, dutar, rubab, doira, educational work, Music teaching methods, school repertoire.

INTRODUCTION

Proper organization of educational work is important in strengthening the foundations of our independence, in the transformation of Uzbekistan into a great state. Because science, culture and spirituality elevate any country and nation, ensure its development and determine its future. The future of our people depends in many ways on the teacher, his worldview, potential, dedication, professional training, attitude to the work

of teaching and educating the younger generation. Of all the scientific and practical activities, the subject of “Music teaching methods and school repertoire” plays a leading role in the implementation of such a complex social task.

Out-of-school and out-of-class individual music lessons serve as an effective means of engaging children in

music, giving them the opportunity to actively participate in the creative process. At the same time, the organization of individual lessons creates a favorable opportunity for the teacher to have a direct impact on the student, to form his character and individual qualities. Individual lessons are also of great importance, as playing musical instruments depends on all its features for creative activity.

THE MAIN FINDINGS AND RESULTS

The main goal of extracurricular music education is to involve students in as many public and club activities as possible, to develop their worldview, artistic taste, love for nature and the motherland. In addition to music lessons, schools and clubs are working to achieve this goal. There are two forms of extracurricular music education.

1. Mass form of music education.
2. A circle of music education.

The mass form of extracurricular music education requires the general involvement of children in music education without testing it. These include song festivals, Music Week, Uzbekistan is My Homeland, Springs of Inspiration, creative meetings, trips to theaters and concerts, Alphabet Holidays, and meetings with poets and composers. However, each of these should be prepared in advance, depending on the age and interests of the children. It is necessary to organize and carry out each of these events with a high artistic taste, to acquire the spirit of a real artistic and musical holiday. The music teacher's public works plan must be approved by the school administration. The plan of public, musical work is developed in collaboration with the music teacher and the head of spiritual and educational work of the school, the head of the school, taking into account the age, interests of students, holidays and meetings. It takes into account

the musical abilities of the students. Each group music lesson should be based on a well-thought-out plan. Depending on the type of activity, the main purpose of the lesson, the content of the repertoire, the opportunities of the school, the number of invited guests will be involved. The work plan of the circle is created by the music teacher independently, depending on his / her level and abilities. The teacher selects students for the club based on their musical ability, desire, interest, voice, and creates a variety of clubs. The main activity of the club is music lessons. Students who are talented, curious, and actively involved in music lessons will be selected for the club. Each child is involved in a music club based on their abilities and interests. What makes the club so active is the school stage. Students will perform songs, dances, gain attention in front of the school community, and participate in district, city, and Republican competitions. It increases their enjoyment of their work, their love for the motherland, respect for the art of music, and love for their friends. In extracurricular activities, the teacher can create different clubs, depending on their capabilities:

1. Chorus.
2. VIA.
3. Singing and dancing ensembles.
4. Vocal ensembles.
5. Musical ensemble (dutar players, rubab players, doira players).
6. Dance ensemble.
7. Orchestra (brass band, orchestra of folk instruments).
8. Solo singers.
9. Folklore.

Extracurricular music education includes children's music schools, children's art centers, student palaces, children's theaters, and museums. Children attending

these institutions should also be supervised by a teacher to ensure their active participation in school life. The role of 110 primary school music teachers in school life is invaluable. In addition to music lessons, they should develop modern activities and develop students' interest in art.

Extracurricular educational work in pedagogy consists of the organization of various types of extracurricular activities for students, which provide the necessary conditions for the socialization of the child's personality. First of all, it is necessary to determine the role of extracurricular activities in the pedagogical process of the school. Extracurricular educational work consists of a variety of activities and has a wide range of opportunities to have an educational impact on the child. Let's look at these possibilities: First, a variety of extracurricular activities can help to fully explore a child's individual abilities. However, this is not always possible in school. At one of the city's schools, it was discovered that a necklace of small lanterns mounted on a Christmas tree was not burning during the 1st grade Christmas party. The teacher went to help. When one of the high school students started, the Christmas tree light was on. It was corrected by a 1st grader who was undisciplined, chaotic, but sharp-witted, unable to sit still in class. In this way, the teacher found out that the child was interested in electrical engineering and then created conditions for the development of his technical skills. In the same class, but in the second school year, the "almost second" girl surprised everyone. He was so quick and quick at burning onions that he left the middle and high school kids behind as well. He could no longer be considered lazy. Think of similar examples from your own school experience. Then you will see that extracurricular activities have a positive effect on children's behavior, gait. In addition, a variety of activities help children to express themselves, to develop self-confidence, that is, to have

a positive self-perception. Second, involvement in various extracurricular activities enriches the child's personal experience, knowledge of the diversity of human activities, and the child develops the necessary practical skills and competencies. For example, in the "Secret Workshop" second-graders together with the teacher make a variety of souvenirs from plastic bottles "Kinder Surprise". In a class called "We're Visiting," they learn how to give presents, take care of others, and so on. Third, a variety of extracurricular activities can help children develop an interest in a variety of activities that are effective and encourage active participation in community-approved activities. If the child has developed an interest in work, along with certain practical skills that will ensure his success in completing the tasks, he will be able to organize his activities independently. This is especially true now when children are not able to do anything useful in their spare time. It has been found that in schools with a wide range of extracurricular activities, there are few "difficult" children, but their level of adaptation to society, "difficult transition" is high. Fourth, children not only demonstrate their individual characteristics by participating in various types of extracurricular activities, but also live in a team, that is, collaborate with each other, care about their peers, or they learn to put someone else in their place. At the same time, each type of extracurricular activities is creative, knowledge-oriented, sports cocktails, play activities, enriching the experience of interaction in a particular area of students. For example, during a play, children gain the experience of interacting. Organizing the class as a team, assigning them tasks, and developing the ability to agree with each other. In sports, children learn what the phrase "One person for all, all for one person" means, mutual understanding and empathy.

Because extracurricular educational work is an integral part of school educational work, it focuses on the



formation of socially accepted values and the formation of values that are accepted by society, through the acquisition of the social experience necessary for the child to live in society. The specificity of extracurricular activities is reflected in the following tasks.

1. Forming a child-positive concept of “I”. He has three factors: a) the belief that other nations will treat him kindly. b) a firm belief that he or she will be able to successfully pursue a particular activity. c) is characterized by a sense of belonging. The concept of positive self reflects the child’s positive attitude towards the objectivity of self-assessment. It is the basis for the further development of the child’s personality. Children with difficult upbringing often have negative perceptions of themselves. The educator may need to reinforce these perceptions or change the need for a positive perception of themselves and their abilities. For many reasons, not every child is able to develop a positive self-concept in their learning. Extracurricular activities help to overcome the limitations of the learning process and the child’s positive perception.
2. In order for children to develop the skills of cooperation, mutual assistance in the team, and faster social adaptation, the child must have a positive attitude not only to himself but also to others. If a child has a positive self-concept, he / she will be able to agree with his / her peers, share responsibilities, take into account other people’s interests and desires, work together, provide necessary assistance, and resolve disputes fairly. If so, his career as an adult will be successful. Only when the team works together can the positive concept of “I” be fully formed.
3. Creating in children the need for effective socially supported activities through familiarity with a

variety of activities. In other words, it is important to learn that the child is engaged in useful activities in extracurricular activities, to engage in such activities and to organize them independently.

4. Composition of moral, emotional, volitional components of children’s worldview. In extracurricular activities, they also learn the moral norms of behavior through the acquisition of moral concepts. The emotional sphere is formed through aesthetic perceptions of creative activity.
5. Increase interest in learning. This task of extracurricular activities reflects the succession of academic and extracurricular activities. Because extracurricular activities are associated with educational work in the classroom and ultimately aimed at increasing the effectiveness of the learning process. Increasing children’s interest in knowledge as one of the areas of extracurricular activities, on the one hand, "works" on the learning process, on the other hand, enhances the educational impact on the child. The above-mentioned tasks reflect the main directions of extracurricular activities in achieving the main goal. In real educational work, they should be specified in accordance with the characteristics of the class, the teacher, in addition to general education. The whole pedagogical process has its own character in the tasks of the process of education and development.

CONCLUSION

In short, thus, the nature of extracurricular work can be determined by examining the possibilities, goals, and objectives of the content through the methods and means of form formation.

1. Extracurricular activities consist of a set of different types of children’s activities. The fact that these activities are organized in conjunction with

the various educational interventions that take place during the teaching process is part of the child's personal qualities.

2. Delayed in terms of time. Extracurricular activities are primarily a set of large and small activities, the results of which are delayed in time and are not always observed by the teacher.
3. Impossibility of strict regulation. The content of extracurricular activities of the teacher has a wider choice than in the classroom in the choice of forms and methods. On the one hand, this pedagogy allows you to act in accordance with your personal views and beliefs. On the other hand, the educator's personal responsibility for the chosen method increases. In addition, the lack of strict regulations requires the teacher to take the initiative.

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