

METHODOLOGY FOR ORGANIZING AND ORGANIZING CULTURAL AND ARTISTIC EVENTS IN EDUCATIONAL INSTITUTIONS

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Abstract

In many ways, the effectiveness of cultural and educational activities held in the education system in moral and ethical education is linked to the methodology of conducting them. Since ancient times, joy and zukko disputes have played a role as a means of educating young people.

Keywords: Event, music, students, enlightenment, upbringing, method.

Introduction

Finding riddles, bahri-byte, quick to say is actually a dispute of cheerleaders and zukkors. However, in the second half of the 20th century, as the games of the "Joys and Zukkors" clubs began to air on radio and television, the event spread widely among the people, especially among young people. In this regard, Prof. U. Korabayev writes: "The selection of the "Club of Joys and Zukkors" ("QVZ") appeared on television in the 1960's and was briefly organized in schools and cultural institutions. The event remains a favorite form of choice for students until now. It is also common among school students.

In recent years, a number of research works devoted to this problem have been carried out. Philosophers and sociologists, S. Shermuhamedov, N. Brussels, M. Imamnazarov, Q. Nazareth, J. Tulenov, A. Begmatov, M. Bekhanov, I. Abdurahman, A. Umarov, N. Jo'ae, T. Mahmoudov, E. Joseph, Z. Fghetto and others are the spiritual foundations of human perfection, national ideology and ideology, national and ethnic values, national mentality, nation dignity, morality, independence and thoroughly studied such issues as spirituality.

RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS

The selection of the "Club of Joys and Zukkors" will do good things, such as the spiritually perfect and well-educated, mature specialist and meaningful leisure time of students." An important psychological feature that ensures the educational potential of cheerleaders and zukkors choices is that they strongly stimulate the desire for knowledge among young people

through the development of competition, competition, and competition. Members of the teams participating in the competition will try to gain a comprehensive knowledge of the subject set out in the preparation phase of the competition. Given that topics of contention are usually related to the specialization that young people receive, it is not hard to imagine how important this event plays in ensuring that young people grow up professionally and become mature professionals. In addition, the spiritual, moral, and aesthetic issues that are addressed in the dispute will give a strong impetus to the moral and ethical development of the participants. The educational capabilities of the "Club of Joys and Zukkoss" meetings relate to the main objectives and tasks of the disputes. These goals and objectives include:

- "The curriculum of the students is muvofiqlashirgan holda qiziqarli dasturlar tayyorlash va keng public display;
- Show youth problems, shortcomings and shortcomings through humorous and satirical genres;
- Encourage them to quickly reflect on a variety of topics;
- Prepare a specific ground so that they can express personal opinions, regardless of the range;
- formation of zukkolik characteristics of students;
- Obtaining positive results in the development of student speech cultures;
- Volunteering students' leisure time;

To cultivate their talents in this area by developing interesting programs for young people to relax."

To organize cultural and artistic events at their OTMs, a screenplay is first and foremost created. In some schools, there are cases of such events even without a scenario. But such organized events are often in pala-partitioning and low-level. Usually, the educational significance of such events is also very disadvantageous.

The script for cultural and artistic events will be entered several weeks ago. And it takes months, not a few weeks, to come up with a long-lasting and complex event scenario.

One of the most important aspects of the methodology of creating a scenario of cultural events is a comprehensive approach to this process. On the one hand, if the artistic aspects of the script need to be taken into account, on the other hand, its psychological and pedagogical effects should be planned in advance. Observations show that in many cases, much attention is paid to the literary and artistic characteristics of scripts, and pedagogical aspects are "forgot." The educational impact of such scenario-based events will certainly not be high either.

Particular attention should be paid to the structure of these events on the basis of real events and events in the dramatics of cultural and artistic events. Typically, these events are not based on a system fabricated by screenwriters, but they are built on events related to the lives of this school or educational institutions in general. At the same time, events are decorated with artistic and aesthetic decorations. Thus, documentary, artistic, aesthetic, and psychological-pedagogical aspects constitute three important aspects of cultural and artistic events in the educational institution. If the documentary awakens a sense of confidence in the event being held by viewers, artistic and aesthetic characteristics will make the event attractive.

Psychological and pedagogical aspects, on the other hand, ensure that the objective of the events is achieved.

CONCLUSIONS AND DISCUSSIONS

We do not have special recommendations for creating a scenario of cultural events held in educational institutions. However, cultural and artistic events held in educational institutions have a number of characteristics. Given the tasks facing educational institutions, pedagogical aspects should be prioritized at these events.

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