

# PEDAGOGICAL REQUIREMENTS FOR THE CONTENT OF FORMING STUDENTS IN THE NATIONAL SPIRIT ON THE BASE OF MUSIC CIRCLES

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## Abstract:

This article provides detailed information about the pedagogical requirements for the organization of music clubs, pedagogical technologies for improving the pedagogical skills of teachers, and the content of naturalizing students in the national spirit on the basis of music clubs.

**Keywords:** music, culture, club, education, pedagogical skills, demand, supply, art, interest.

## INTRODUCTION

The recommendations mentioned above emphasize the wide range of possibilities of music art in overcoming the existing shortcomings. After all, music, especially in national music, effectively affects the formation of ideological concepts in the listener, including students, by “explaining” information such as great personalities (poets, composers, singers), ideological, historical content, certain feelings, and attitudes. It is in the educational work carried out in music education outside the classroom that there is a didactic ease of forming the concepts of the national idea in students, which is manifested in the logical connection between the lesson (for example, the subject “Music culture” in the general secondary education system) and musical circles in extracurricular activities.

Over the past period, the Republic of Uzbekistan has adopted a number of normative and legal acts on the development of culture and arts[1]. In particular, the Resolution of the President of the Republic of Uzbekistan No. PD - 3391 of November 17, 2017 “ On measures to further develop the art of the Uzbek national makom”, of May 30, 2019 “ On the organization of the activities of the state museum-reserves Sarmishsay”, “Shakhrisabz”, “Termez” and “Kokand” Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 443 of April 21 [2] , 2020 “On measures to further increase the efficiency of the fine and applied arts” Resolution No. PD - 4688 of May 26, 2020 “Culture Decree No. PD-6000 of May 23 [3]. One of the most urgent tasks of the personnel training system is to prepare students studying in higher educational institutions, including music teachers, who have thorough professional training and are skilled masters of their profession, based on the requirements of modern science and education. It is necessary to pay attention to their development.

Commonalities between group activities and lessons include the organizational form of activities, the methods and methods used by group leaders, achieving and relying on the

activity and initiative of the student in the activities, and concluding the activities with new conclusions.

For objective reasons, the school cannot satisfy all the wishes of students. This, in turn, is an important socio-pedagogical problem, that is, due to the limited opportunities of the school, a certain gap is created in terms of meeting the musical aesthetic needs of children. It is filled with the activity of clubs, and allows students to be spiritually and culturally formed. Different characteristics of students are shown in circles, which in turn are elements of cultural and spiritual education of a person. Musical clubs create conditions for students' ability, creativity, formation and growth.

In the state educational standards, theoretical and practical training activities are shown during the school "Music culture" lessons.

A) Listening to music.

B) Singing as a group.

C) Music literacy.

G) Music performance

Listening and singing music is the basis of the educational content. In addition to learning them through singing and listening activities, an opportunity is created for comprehensive learning and assimilation and expression of musical descriptions through musical activities, musical activities, and creative activities. Samples of Uzbek folk music, musical works of Uzbek composers, composers of neighboring and world nations, Shashmakom branches, samples of local music styles will be heard. Group singing activities are essential for developing students' musical literacy and performance skills. In the process of group singing in artistic groups outside the classroom, the student strives to control his voice performance, listen to and observe the performance of his teachers, and accompany them together.

He listens to Uzbek folk songs, works of Uzbek composers and composers, works of composers of world and sister nations, folklore songs of local music styles, statuses and their expressions and sings along with them.

Music literacy is important as a theoretical unifying activity of all knowledge. From the lesson, regardless of the activity (listening, performance, musical movements), the work on the specified topic is studied and new concepts are formed about its features (genre, form, structure, performance). Therefore, musical literacy is not only the study of sheet music, but also a set of general knowledge and concepts (performance, folk and compositional music, their differences, local styles of national music, classical music, sheet music) that make up the general level of musical knowledge of students.

Music literacy provides an understanding of musical terms, conventions, tempos, intervals, alteration signs, dynamic signs, expressive language of music, simple musical forms and genres, major and minor.

Listening to music, being able to distinguish between solo and accompaniment, being able to distinguish between ensemble and orchestra performance, being able to distinguish between words and the tempos of words, developing musical taste and perception. Listening to samples of the works of Uzbek, brother and world composers, etc. Knowing how to use the above-mentioned types of activities in multi-faceted circle trainings, along with imparting theoretical

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and practical knowledge in the trainings, expands the possibilities of developing cultural-educational and ideological education.

In the research process, in order to determine the socio-pedagogical features of the school's formation of national ideas among students, a number of general secondary schools in the city of Namangan have "Music culture" curriculum, "Improving the process of acquiring musical and musical-theoretical knowledge" for teachers [4], Music and In the process of experiment-testing, we have studied methodical manuals and textbooks such as science. Hours allocated for social, humanitarian and artistic fields in the school are planned to form knowledge, skills and abilities to obtain general information on subjects. But even then, we cannot say that these opportunities are being fully utilized. Because, despite the sufficient musical-theoretical knowledge, performance and pedagogic skills of a large number of "Music culture" teachers, the methodical possibilities of ideological education cannot satisfy the interest of students in national culture, our national values, historical works of art, classical music art.

It is necessary to improve the material base of the clubs, which should be structured based on the interests, wishes and requirements of the students, as well as local conditions. After all, "Funding of extracurricular music is carried out at the expense of republican and local budgets, enterprises, associations, organizations, certain individuals and additional sources".

The rapid development of out-of-class educational processes requires the presence of a large number of club leaders, instructors, organizers of public events who are fully trained to carry out educational work in this area. Currently, the issue of providing extracurricular artistic circles with pedagogical personnel in every part of the region remains extremely urgent. Thousands of representatives of various fields, highly qualified specialists-personnel are active in the circle exercises and mass-political work of children's institutions.[5]

Admittedly, it should be noted that today the attention paid to extracurricular musical activities of continuous education is not the same as in other parts of it. In the "National Program of Personnel Training", it was noted that the mechanisms of working with talented young people on individual educational programs are not well used, and there is enough space for a number of directions, such as subjects that provide aesthetic knowledge. Let's analyze the real situation and existing experiences to prove our point. For example, "Musical culture" is taught for one hour a week in grades 1-7. This is not enough. The special nature of the educational subject requires individual work with each student in conducting this subject. However, the time allocated to it and the number of students in one class do not provide such an opportunity. Such an opportunity can be provided only in music lessons outside the classroom. Therefore, it shows that attention in music circles should be more than ever. In this regard, the following priority tasks can be seen.

There is another very important socio-pedagogical aspect of the issue: in practice, even non-specialists in music take lessons in general secondary schools, but such a situation is not observed in music clubs outside the classroom. If there really is, because teachers who do not have music education in their specialty cannot lead music clubs. However, it is unfortunate that those without music education are teaching music culture classes;

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- usually children come into the music field with some degree of interest in a particular field. So, working with them is fun, lively and productive. All conditions must be created for this;

- the number of students in extracurricular music clubs (10 students in the first academic year and 8 students in the second academic year according to the requirements of the Regulations). It allows you to work with each of them individually. That is why extracurricular educational institutions are achieving prestigious achievements. It is known that educational work is not limited to the course of the lesson, but also continues outside of the lesson.

The researches conducted on the study of the problems of the educational process outside the classroom are aimed at ensuring the continuity of the educational system, deepening its content and improving it from a scientific and methodological point of view, and it represents the unity of the family, school and extracurricular educational processes. On the basis of this unity, preparing students for active participation in the development of our country, forming in them the ideas of development of the Motherland, peace of the country, well-being of the people, perfect man, inter-national harmony, and inter-religious tolerance is an urgent task of today's pedagogy. Based on this, we tried to analyze the activity of several student palaces in the republic in order to study the situation in this field of music clubs outside the classroom. Including: republican palace of students, republican student-youth Center, House of Culture in Namangan region, etc. In the above institutions, in addition to clubs such as fine arts, painting, literature, goldsmithing, embroidery, weaving and tailoring, there are musical instruments, folk music, ethnographic, folklore, dutor players, rubob players, circle players ensembles, national pop, choral group, dance groups. a number of musical clubs have been established. For example: "Choir Teams", "Dutor Clubs", "Dance Clubs", "Rubob Clubs", "Vocal Instrument Club", "Doyra Clubs", Singing and Dancing Folk Team in the Republican Student-Youth Center in Namangan region. "Gulrukh" folklore ethnographic art group, "Tong" variety group, "Modern dance" circles, "Choir", "Folklore", in the creative centers of the Namangan city culture house. "Dance" clubs are among them.

The main goal of the above extracurricular educational institutions is to increase the spiritual-intellectual knowledge of the students, to form their artistic and aesthetic tastes, to develop their creative abilities, to teach a complex of modern knowledge, to form the ideology of independence, to educate the students-young people's interest in spirituality, art, and domestic spheres. is to direct their free time to useful activities. In the course of their activities, they carry out spiritual and educational work among students and young people, teach folk traditions, customs, examples, types of amateur art, promote modern knowledge skills, and enrich their artistic and aesthetic worldviews. In the activities of musical circles, it is necessary to follow the socio-pedagogical aspects that determine the content of the formation of national ideas in students:

- to study theoretical resources that illuminate the method of organizing the training process in circles, methods of pedagogical skill interpretation;
- organization of classes in an interesting and meaningful way, selection of reliable methods based on scientific-theoretical methodology and modification of existing ones based

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on scientific-theoretical methodology regarding the impact of pedagogical exercise interpretation methods on the student's spiritual world;

- creation of monitoring of students' ideological awareness in selected objects, pedagogical exercises on their purposeful change, organization of scenario-based activities by means of interpretation methods;

- pedagogical analysis of previous results, generalization and drawing conclusions.

Such social factors expand the student's socio-spiritual world, which increases the possibility of forming a system of evaluations in relation to these factors, increasing and strengthening the power of pedagogic factors related to the content of spirituality.

Social pedagogical mechanisms related to this process - phenomena such as imitation, influence, taking an example, setting an example, analysis, drawing conclusions, social duty, student-teacher, leader and citizen, assessment, judgment directly in the system of training and educational process. they act as pedagogical factors that shape the concepts of the national idea among young people.

It can be seen that music outside the classroom is socio-pedagogically multifaceted, serves to form national culture, introduce the culture that reflects universal and national values, satisfy and enrich the needs for acquiring additional knowledge and skills, and educate the attitude to work.

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