

EFFECTIVENESS OF ORGANIZING MUSIC CLUBS OUTSIDE THE CLASSROOM*Abdusamatov Anvar Abdurakhmonovich**Abdulla Avloni National Institute of Pedagogical Skills**Independent Researcher*

Annotation: This article analyzes the importance and effectiveness of organizing music clubs outside the classroom in the educational process. Music clubs play an important role in developing students' creative abilities, strengthening musical knowledge and skills, and forming their cultural awareness. The article highlights the contribution of club activities to the general educational process of students and their role in revealing their abilities related to musical art. The results of using modern pedagogical approaches in music clubs are also considered.

Keywords: extracurricular clubs, music education, creative abilities, cultural awareness, pedagogical approaches, music clubs, educational process.

Extracurricular activities, based on the interests, desires, wishes, and needs of students, complement the educational process during their free time. They provide an opportunity to develop students' creativity and initiative. The uniqueness of extracurricular activities is that the variety of club programs, as well as the variety in their content, provide young people with unique opportunities for personal development. Theoretical foundations of the organization of extracurricular and extracurricular activities. Various educational activities that are carried out with students outside the school's regular classes are called extracurricular activities. Extracurricular activities are a part of the school's educational process and are one of the ways to use students' free time [2; 69]. Extracurricular activities outside the classroom and school have a wide range of opportunities for the all-round development of a person and his involvement in life and active activities. These activities are organized on a voluntary basis in accordance with the interests of children. Clubs can be of several types:

a) science clubs;

b) crafts clubs;

d) carpentry clubs;

e) sports clubs;

f) Art club. These clubs are organized in secondary schools by the class teacher and the organizer of educational work. The class teacher provides timely support to the club leaders. He invites his students who have similar interests and aspirations to become members of a club. Activities organized outside the classroom and school complement the educational activity in the lives of students. It contributes to the correct formation of their worldview and the achievement of moral perfection. It provides a basis for the close connection of theoretical knowledge with practice and development.

The tasks of organizers who lead activities outside the classroom and school are also multifaceted. It is difficult to achieve the intended goal without clearly planning educational work at school, without determining its content, form and methods, without integrating it into a certain system. The educational impact of extracurricular activities largely depends on the level of organization of the educational process and how the student body performs various activities. Extracurricular activities are not limited to a compulsory curriculum, but rather bring together students of all kinds in a creative way. They implement work based on their initiative, interest them in science, and immerse them in the cultural life of the people. Extracurricular activities are the most important factor in developing social activity, social awareness, and moral habits in a person. This activity includes the work of scientific societies, literary and school theaters, library conferences and debates on various topics, lectures and conversations on political, moral, scientific, popular and labor topics, socially useful labor, political information, holiday evenings and matinees, and circle activities. Students' extracurricular activities are considered a means of thinking and communication in terms of their content. Educational work is carried out on the basis of analyzing and discussing concrete evidence and events from children's everyday lives, examples from literature, the press, and films. The peculiarity of these activities is that they teach children to reflect on their own moral behavior and to evaluate them correctly. Educational activities outside the classroom and school complement and expand the educational process of students in their free time, and allow students to develop independent learning, creative abilities, and initiative. The volume, main directions, and content of educational work carried out with the class team should correspond to the level of psychological development of students at each stage. Educational work requires the teacher to use all his abilities and to constantly search. Because the future generation should be educated, united, kind, and true citizens of our Motherland. In the primary grades of school, the implementation of educational work is carried out by the class teacher and the organizers of educational work. The main goal of musical education outside the classroom is to involve students, as far as possible, in wider public and community activities, to develop their worldview in all directions, to cultivate artistic taste, and to increase their love for nature and the Motherland. In order to achieve this goal, schools conduct extracurricular, public and club activities outside of music lessons.

The mass form of music education outside the classroom requires the involvement of children in the musical education of the children in a non-exhaustive manner. These include song contests, competitions such as "Music Week", "My Homeland is Uzbekistan", "Fountains of Inspiration"; creative meetings, trips to the theater and concerts, "Alifbe" competitions, meetings with poets and composers. In extracurricular educational work, the teacher, depending on his capabilities, can create various groups:

1. Choir groups.
2. Cha (instrumental ensembles).
3. Singing and dance ensembles.
4. Vocal ensembles.
5. Musical ensembles (dutor players, rubob players, doira players).
6. Dance ensemble.

7. Orchestra (drums, folk instrument orchestra).

8. Ukkakhan singers.

9. Amateur art circles.

Out-of-school forms of musical education include children's music schools, children's creativity centers, student choirs, children's theaters, and museums. Children attending these institutions should also be under the supervision of a teacher, ensuring their active participation in school music life. The role of a music teacher in school life is undeniable. In addition to music lessons, he should organize events in a timely manner to develop students' interest in art. Instrumental groups - Uzbek instruments are one of the most important tools in understanding Uzbek folk music and our national music, and "instrumental" groups are one of the factors that help children play the instruments correctly in fulfilling this task. Instrumental performance groups provide an opportunity for children who are interested in learning music to learn. The school is strictly controlled by the level of musical education, any child can come and this school is a music school. It helps to increase the efficiency of all forms of life. Musical circles are aimed at developing the skills of performing on a national instrument and developing a program on this instrument. Also, the lessons will fully reveal the history of the origin of national musical instruments, their performance capabilities, and timbre characteristics, and through them, they will teach us to correctly perceive the tones, melodies, and style characteristics of our national music. First, an explanation of the performance instrument is given. Then, information about other terms - uakkaparvoz, jorparvoz, musical ensembles, and orchestras is provided. In this way, an understanding of national musical genres: professional and popular genres is provided. Examples of professional creativity - katt ashula, maqom, dostonchilik, and popular genres - lapar, walla, terma, allalar, wor-worar, and children's songs are taught both practically and theoretically. In musical circles, strong emphasis is placed not only on the performance of students on a musical instrument, but also on their spiritual, aesthetic, cultural and physical development.

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