



The Purpose and Objectives of an Extracurricular Music Club in a Secondary School

¹ Omarova Anarxan Qislawbayevna, ² Shamurodova Madina Xolmurod qizi

¹ Assistant teacher Nukus State Pedagogical Institute named after Azhiniyaz (Nukus, Republic of Karakalpakstan)

² 1 years' students, Undergraduate degree Nukus State Pedagogical Institute named after Ajinyaz (Nukus, Republic of Karakalpakstan)

Abstract: *This article is about extracurricular music clubs in an educational school.*

Keywords: *music, spiritual state of the student, musical education, music education, extracurricular activities.*

In culture, as in the total historically developing social experience that regulates the activities, behavior and communication of people, an important place is given to art. Music, being a form of spiritual mastery of reality, through reflection of the diversity of life phenomena in sound images, performs a special task of artistic knowledge of the world, therefore it occupies a significant place in the systems of general and musical-professional education, the sole goal of which is to educate a versatile personality who has not only a variety of knowledge, skills and abilities, but also a rich inner world.

Today's life poses new challenges to school music education. They are generated by a new socio-cultural situation: since 1993, scientists have noted the depreciation of knowledge as a person's spiritual wealth - primitive material wealth dominates the minds. Fundamental shifts in the system of value orientations associated with economic crises. Environmental disasters, including excessive pollution of the city with noise harmful to the health of children, which has a destructive effect on the psyche of children, and much more - all this, affects the spiritual state of schoolchildren and their mental health. Herein lie the reasons for spiritual degradation - the increase in child drug addiction and suicide. Music, as the most beloved art form of children and adolescents, is capable of offering a path of spiritual and moral activity and harmonization of spiritual forces as opposed to the passions and abominations of life, the only question is what kind of music? People are increasingly talking about music addiction. And all the great achievements of European musical culture were closely connected with faith and religion. Without this spiritual aspect, it is impossible to understand the essence of the music of I. Bach, W. Mozart, M. Glinka, P. Tchaikovsky, S. Rachmaninov and other domestic and foreign composers.

Today's student in today's rapidly changing world is completely different from what he was before. He is ahead of his predecessors in physical development, but, alas, lags behind in spiritual and moral terms. In addition, the new conditions of modern life do not contribute to the spiritual health of children. Spiritual and moral accents are needed in mass music education.

Music education faces new problems in connection with the phenomenon of schizoponia. A person wearing headphones, trying to drown out the roar of cars with music, puts himself in danger by turning off his ear from the organs of natural orientation. And not only in the physical sense - to

collide with someone or something... - but also in the psychological sense - "disintegration of natural connections of the senses", "degradation of psychophysiological and moral personality traits associated with music", "spatial dissonance", "physiological discomfort". It is no coincidence that schizoponia has a common root with schizophrenia, that is, split consciousness.

Another glaring problem of our time is associated with early computerization: foreign scientists state that schoolchildren in the conditions of early computerization lose imaginative thinking and creative abilities, which are associated with the humanitarian boom in the West - art and artistic creativity are being introduced into all areas of education. There is an urgent need to make mass education creative. Emphasize the spiritual and moral principles in it and focus on modern problems of human survival. How can we help children avoid these and other networks of self-destruction and the so-called "black holes" that suck a person in physically and spiritually? At all times, high art preached about this, in which music was and remains the strongest among its types in terms of direct emotional impact. Playing music has always been an important indicator of the culture of society, just like reading, drawing, participation in amateur theater, and handicrafts. The significance of musical education in the development of children, the formation of their musical culture, creative attitude to life and art was determined in their studies by D. B. Kabalevsky, B. M. Teplov, V. N. Shatskaya, M. G. Rytsareva, T. V. Chelysheva and others. In the pedagogy of music education, problems associated with the initial stage of aesthetic education of children were dealt with by A. F. Lyubova, L. V. Moiseeva, L. G. Dmitrieva, O. A. Apraksina, L. N. Alekseeva. In the field of development of musical culture in the conditions of professional training of music teachers - T. A. Kolysheva, R. A. Telcharova, N. V. Sokolova and others.

Researchers of music education problems note that modern schools need a concept of music education with spiritual and moral accents, with a focus on creative development in the process of forming a general musical culture: not only listening to music. But also to create conditions for the musical and creative self-discovery of the natural gift of each child - only in this case can musical upbringing and education become holistic and harmonious.

Extracurricular work in music has great general educational, educational and developmental significance. This work not only deepens and expands knowledge, but also helps to expand the cultural horizons of schoolchildren, the development of their creative activity and aesthetic taste. Based on the fact that additional music education refers to various forms of extracurricular and out-of-school work, continuously associated with general music education, we chose additional music education for children as the object of study.

References

1. Abdulin E. B., Nikolaeva Ye. V. Teoriya muzikal'nogo obrazovaniya: Uchebnik dlya stud. vissh. ped. ucheb. zavedeniy. - M., 2004. 336.
2. Aliev Yu. B. Muzikal'noe vospitanie // Muzikal'naya ensiklopediya / Gl. red. Yu. V. Keldish. - M., 1976. - T. 3. - 960.
3. Borev Yu. Estetika. - M.: Politizdat, 1988. 294.
4. Bochkarev L. L. Psixologiya muzikal'noy deyatelnosti. - M.: 1997. 352.