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## SOCIO-PEDAGOGICAL FEATURES OF IDEOLOGICAL AND EDUCATIONAL WORK IN THE FIELD OF MUSIC EDUCATION IN SECONDARY SCHOOLS

**Xojiyeva Zamiraxon Quchqarovna**

*Lecturer at the Department of Music Education, Andijan State University*

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### Annotation

Music literacy is important as an activity that theoretically unites all knowledge. No matter what the activity (listening, performing, musical movements), the work on a given topic is studied and new concepts about its characteristics (genre, form, structure, performance) are formed.

The article describes the socio-pedagogical features of ideological and educational work in the field of music education in secondary schools.

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**Introduction.** Extracurricular educational institutions play a special role in realizing the talents of students in the field of art, meeting their aesthetic needs. educational, cultural and educational activities conducted by puppet and young audience theaters, clubs and libraries, sports and music schools, summer camps and other institutions.

The main part. Improving the content of extracurricular activities is reflected in the program of the school year to increase the effectiveness of extracurricular education. This is explained by the following cases:

Development and changes in various sectors of socio-economic spheres require the improvement of the classroom and out-of-school educational process, the activities of out-of-school educational institutions;

To develop the knowledge and experience of the cadre on the effective use of material and technical and educational opportunities created and being created in educational institutions on the basis of the State National Program for the Development of School Education for 2004-2009;

Improving the methodological and practical services for teachers, educators and students to prevent the flow of negative information from foreign countries, including the ideological threats of religious extremism, in this regard, to make students' free time meaningful. It is necessary to develop spiritual and educational work based on the principle of anti-ignorance enlightenment;

- the development of some areas (such as technical, environmental) in rural areas has fallen below the required level;
- The work of secondary schools, preschools and neighborhoods does not yield the expected results. In this regard, it is important to identify measures, clear goals and objectives for the coordination of interagency tasks;
- The structure of student self-government in educational institutions is developing at different levels. Some secondary schools lack consistency in coordination.

In addition, the expected effectiveness and results of the activities of all types of interest groups in out-of-school and out-of-class educational work, inter-regional inequality in the number of areas of out-of-school educational institutions, inconsistencies in directions, the neglect of certain areas in the organization of events, insufficient cooperation with various organizations in the field of education, the interests, number and social background of students involved in clubs in the meaningful organization of leisure time. There are a number of problems in the methodological support of the activities of children's leaders. Also:

- ✓ Insufficient attention paid to the study of youth leisure in the field;
- ✓ ineffective use of existing conditions for useful leisure; - Insufficient level of effectiveness of cooperation between family, community, government and educational institutions;
- ✓ lack of direct contact with young people;
- ✓ the need to further develop work to support youth initiatives;
- ✓ libraries are poorly equipped with popular science books and books on youth life;
- ✓ incomplete use of modern information technologies;
- ✓ Insufficient promotion of scientific achievements, life and work of famous artists;
- ✓ Problems in the moral and behavioral culture of young people;
- ✓ shortcomings in the formation of the ideological worldview;
- ✓ Shortcomings in the study and introduction of young people to the history of the country;
- ✓ Problems in the formation of comparative, independent, own views of young people.

There are some commonalities between the circle lesson and the lesson. This includes the organizational form of the lesson, the methods and techniques used by the club leaders, the achievement and reliance on the student's activity and initiative in the lesson, and the conclusion of the lesson with new conclusions.

For objective and subjective reasons, the school can not meet all the needs of students. This space is filled with the activities of clubs, which allow students to form spiritually and culturally. Circles reflect the various characteristics of students, which in turn are elements of cultural and spiritual education. Music clubs create conditions for the formation, formation and growth of students' abilities, creativity.

The State Educational Standards set out both theoretical and practical activities in the school's "music culture" classes. These include listening to music, singing as a group, music literacy, and music creation.

Listening to music and singing is the basis of educational content. In addition to learning them through singing and listening activities, there is an opportunity to learn and master them through musical activities, musical movements, creative activities, and to express musical descriptions. Uzbek folk music includes samples of music by Uzbek composers, brothers and composers of the world, shashmaqom branches, and samples of local musical styles.

Singing as a group is necessary to develop students' musical reading skills and performance skills. During group singing in the classroom, the student seeks to control his or her own vocal performance, to hear and observe the performance of his or her teachers, and to interact with them.

Uzbek folk songs, songs of Uzbek composers and composers, songs of composers of world and fraternal peoples, folk songs of local musical styles, examples of maqom aytim ways.

Music literacy is important as an activity that theoretically unites all knowledge. No matter what the activity (listening, performing, musical movements), the work on a given topic is studied and new concepts about its characteristics (genre, form, structure, performance) are formed. Therefore, music literacy is not only the study of notes, but also a set of general knowledge, concepts that make up the general level of musical knowledge of students (performance, folk and compositional music, their differences, local styles of national music, classical music, note literacy).

Music literacy provides an understanding of musical terms, traditions, tempo (tempo), intervals, alteration symbols, dynamic symbols, the language of expression of music, simple music forms and genres, major and minor modes.

Listening to music is the ability to distinguish between solo and percussion, to distinguish between ensemble and orchestral performance, to distinguish the timbre of words and phrases, to develop musical taste and comprehension. Listening to samples of works by Uzbek, fraternal and world composers, etc.

The ability to apply the above activities in a comprehensive circle of classes, along with the transfer of theoretical and practical knowledge in the classroom, expands the opportunities for the development of cultural, educational, ideological education.

The program of the club should be based on the interests, desires and needs of students, local conditions. The material base of the clubs needs to be improved. Indeed, "funding for out-of-school institutions is carried out at the expense of the Republican and local budgets, enterprises, associations, organizations, individuals and additional resources."

The rapid development of out-of-school educational institutions requires the presence of a large number of club leaders, instructors, organizers of public events, who are fully prepared to carry out educational work in these institutions. The issue of providing pedagogical institutions with pedagogical staff has been resolved. Thousands of representatives of various fields, highly qualified specialists are involved in the circles and public-political work of children's institutions.

Admittedly, today the focus on out-of-school institutions of continuous education is not the same as in other parts of it. The National Training Program notes that the mechanisms for working with gifted young people on individual curricula are not well used, and that there is insufficient space for disciplines that provide aesthetic knowledge, such as a number of areas. The shortage will be eliminated in out-of-school educational institutions.

**Conclusion.** To prove our point, let us analyze the real situation, the existing experiences. For example, the subjects "Fine Arts", "Music Culture" are taught for one hour a week in grades 1-7. The specifics of these subjects require individual work. However, the time allotted to it and the number of students per class does not provide such an opportunity. This opportunity is provided only in out-of-school institutions.

There is another very important aspect of the issue. In practice, non-specialists in fine arts and music are taught in general secondary schools, while in out-of-school educational institutions such a situation is almost non-existent. This is the first priority factor.

The second factor is that children who are interested in a particular field usually come to this institution. So, working with them is fun, lively and productive.

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