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Pedagogical Skills of Teachers in Organizing Music Lessons in General Schools

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A B S T R A C T
The article highlights the pedagogical skills and creative approach of a music teacher as an important factor in the effective organization of music clubs in secondary schools and the formation of aesthetic education of students. The article analyzes the content, forms and methods of music clubs, the professional qualities of the teacher, ways of forming pedagogical skills, as well as practical approaches to developing students' musical abilities.

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Introduction: Innovation and technological ideas, ideas and dialogues, analysis and proposals for solving problems in the fields of art, language and culture, and initiative among young scientists and students should be. The intended purpose of holding this conference is also aimed at this. This conference, firstly, serves the scientific study of art, language and culture issues in the context of science and innovation, and secondly, it paves the way for many research projects.

Today, the pedagogical skills of a modern music teacher include the main tasks of organizing all forms of the educational process in the most convenient and effective way, directing students towards the goals of developing their personal development, forming students' worldviews, and instilling a tendency towards activities necessary for society.

The result of musical and pedagogical activity is connected with the interests of society. And his work is aimed at the comprehensive development of the personality of young people. Musical and pedagogical activity serves to ensure the social continuity, that is, the continuity of generations. Musical activity is always connected with the management of the activity of the individual, and in this it is very important that the musical and pedagogical goal becomes the goal of the student. As V. Goethe noted: "Speak with confidence, and then both the word and the charm of the listeners will come by themselves[1]».

"Musical-pedagogical skills" have their scientific foundations as several categories. In particular:

- pedagogical skills are understood as a manifestation of individuality in professional activity.
- The category of pedagogical skills characterizes the individuality of a person from the point of view of professional activity.
- The skill is gradually acquired by students depending on their level of social maturity. The components of social maturity are in proportion to the components of pedagogical skills. The components of social maturity of a future teacher include:

[1] B.X.Madrimov "Musiqa o'qitish texnologiyalari va loyihalash". Buxoro, "Durdona" nashriyoti. 2020. (11-bet)

Social self-determination - the manifestation of one's pedagogical abilities and beliefs;

Social activity - the ability to work with people and improve the experience of educating others;

Social responsibility - knowledge that becomes the teacher's knowledge.

The foundations of pedagogical skills include: professional pedagogical knowledge, humanistic orientation, pedagogical techniques, experience in carrying out professional pedagogical activities.

The stages of skill formation include reproduction (initial), creativity, creative and initiative. The levels of pedagogical skills are wide-ranging and are a continuation of the working level of a music teacher.

Discussion. In the Republic of Uzbekistan, a concept of education has been developed for all subjects, including music, based on the principles of democratization, individualization, and taking into account regional characteristics. The subject of musical culture serves to form the spiritual, artistic, and moral culture of students, to educate national pride and patriotism, to develop creative skills, refinement, and artistic taste, to expand the circle of thought, and to foster independence and initiative.

The spiritual and moral education of the younger generation involves the development and practical implementation of effective organizational and pedagogical forms and means based on the rich national, spiritual, and historical traditions, customs, and universal values of the people. The main task of education is to create opportunities for the intellectual, moral, free-thinking, and physical development of the individual, and for the comprehensive disclosure of his abilities. To this end: - prepare young people for free thinking, help them understand the meaning of life, form self-management and self-control, take a purposeful approach to their personal lives, and instill in them a sense of unity of plan and action; - introduce students to national, universal values, the rich spiritual heritage of our Motherland, form their requirements for acquiring cultural and secular knowledge, develop their skills, gradually enrich their knowledge, and form their aesthetic concepts; - identify and develop the knowledge and creative potential of each teenager.

In raising our youth as spiritually mature, perfect people, the activities of extracurricular clubs, along with schools, are undoubtedly of great importance. Music plays an important role in the interest of adolescents in life, the growth of their feelings, and the ability to observe the environment through clubs. Compared to other types of art, music is an important educational part of aesthetic education. Aesthetic education means the education of feeling and understanding beauty. Extracurricular musical classes in aesthetic education have attracted the attention of educators due to their unique, particularly acute impact. The organization of music clubs, covering various areas of musical art, sets important goals. Music circles based on national education and upbringing, embodying humanism, patriotism, national pride, moral and universal qualities in their content, are of paramount importance in the development of society. One of the most important goals of national education and upbringing today is to form national consciousness and national culture in students and young people. This, first of all, requires the productive, rational and appropriate use of national and spiritual values in educational and upbringing work. Further strengthening the widespread use of folk music creativity, which has the educational impact of musical art, in the education system, in particular, in general education schools in both curricular and extracurricular activities (various cultural and mass events, music circles, preparation for competitions, etc.), firstly, enriches the content of education, and secondly, strengthens the national foundation of education.

Secondary schools do not set the main goal of preparing students for professional musical activity. However, understanding music, perceiving it, and being emotionally affected by it should be inherent in every student, regardless of whether he will become a musician or artist in the future. It is well known that people with good musical training have a much higher artistic taste and a richer perception.

Today, the problem of training not a new specialist in a narrow circle, but a qualified teacher with a pedagogical culture, rich personal and creative potential, a qualitatively new teacher of music education, is especially relevant. The effectiveness of his work can only be ensured by a high level of professional and pedagogical skills. In this regard, the role of all disciplines taught in higher education institutions in the direction of music education is significant. In particular, the subject "Organization of Music Clubs" sets itself the above-mentioned goals and objectives. The organization of music clubs at school serves to form the creative abilities of students. Therefore, music clubs are of great importance in educating

students as complete and intelligent people in all respects, as well as in spending their free time meaningfully.

Conclusion. The successful organization of extracurricular activities in music at school is of great importance in complementing the content of musical education and upbringing in all respects, making it perfect and complete. The main goal of extracurricular music education is to involve students in mass cultural and club activities as much as possible, to comprehensively develop their worldview, interests and needs, to cultivate artistic taste, and thereby to cultivate their professional culture.

In the mass form of extracurricular music education, students are involved in a general way. This form includes various holidays, music competitions, creative meetings, theater and concerts, preparation for and participation in "Alifbe" holidays, meetings with poets, composers, singers-reciters, etc. However, for each of these, it is necessary to prepare children in advance, depending on their age and interests.

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