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EDUCATIONAL METHODS AIMED AT CREATING A SENSE OF HARMONY AMONG CHILDREN IN THE ACTIVITIES OF ART CIRCLES OF ORPHANAGES

Abstract: The article describes the features and peculiarities of educational methods aimed at creating a sense of interethnic harmony in children in the activities of art groups in orphanages, and briefly describes the use of these methods in the process of music clubs.

Key words: art club, interethnic harmony, emotional drama; composition, literary text, reproductive method, practical method, visual method.

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Introduction

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During the years of independence, the issue of interethnic harmony and religious tolerance has risen to the level of state policy. Mirziyoyev signed Decree No. PF-5046 "On measures to further improve interethnic relations and friendly relations with foreign countries", in accordance with which the Committee on International Relations and Friendship with Foreign Countries under the Cabinet of Ministers of the Republic of Uzbekistan can also be seen when established [1,5p].

The reforms being carried out in our country are aimed at the formation of a mentally, morally, physically and spiritually developed person. This, in turn, implies the education of children in orphanages on the basis of science, technology and advanced technologies, in particular, the formation of a sense of interethnic harmony and tolerance among them. Art clubs organized in orphanages also play a role in the formation and development of such a person.

In order to systematically develop music education and upbringing in other secondary schools of the country, including the activities of orphanages, certain work is being done. In order to increase the effectiveness of music education, to increase students'

interest in music, song and dance, it is necessary to use innovative and traditional pedagogical technologies in the activities of art circles of schools and out-of-school educational institutions, in particular, orphanages. the importance of using it appropriately is immeasurable.

It is known that the artistic culture of each nation develops on the basis of the development of artistic, musical and cultural wealth of the peoples of the world. In this sense, the study of interactive methods of music education in foreign countries and their effective use not only in music lessons, but also in the activities of art and music clubs, music education, as well as mutual understanding and communication. The development of a sense of resilience is also a guarantee of effectiveness.

The use of innovative pedagogical technologies in the activities of art circles of orphanages, in turn, requires great pedagogical skills and experience from the leader of the circle. This requires designing lessons and adapting music learning materials to students' mastery levels. The introduction of new pedagogical technologies in the practice of art clubs involves the combination of professional activities of the head of the club and the knowledge and performance of members of the club, as well as ensuring fine artistic taste and spiritual perfection in students. .

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It is well known that music has always been used on earth in a unique and appropriate way as a means of influencing human emotions and will. Unfortunately, this opportunity for music is being used today not only by young people with low artistic tastes, but also by young people who do not realize the power of art in various low-level show business, in the performance of unusual, light-hearted songs. This, in turn, affects the spiritual development and level of the nation.

At such times, music education and upbringing in secondary schools and out-of-school education systems, especially in art clubs, becomes even more important. At the same time, there is a problem of solving comprehensive and deep scientific and methodological problems of music education. Therefore, it is necessary to determine and apply in practice the methods of general pedagogical teaching in the education system, taking into account the specific features of this direction in the system of music teaching.

The emotional impact of music on the human psyche has long been recognized by mankind. But in the system of continuing education, the methods of working on works of art are one of the least focused areas in this field. Today, it is difficult to create an updated concept of art education based on the principles of general didactics that do not pay enough attention to the modern worldview. It is also necessary to consider the specifics of the involvement of general didactic methods in music education to theoretically substantiate this situation.

There are two types of approaches to teaching in the pedagogical literature. They are related to empirical and theoretical ideas about reciprocal methods. The first approach is based on the interaction of teachers and students to achieve the learning objectives. The second is based on the “teacher teaches, students learn” approach to normative knowledge acquisition. In music education pedagogy (theory and practice), teaching methods also mean the relationship between pedagogical skills in solving problems of music education and mastering the content of music education.

In other words, the methods of music education include the acquisition of musical knowledge in this area, the acquisition of musical skills and abilities, memory, imagination, independent, logical and quick thinking, approach to music as an emotional value, the formation of artistic taste, Ways and methods of getting acquainted with the works of horses and the formation of people who can speak with art are understood.

In the science of pedagogy there are a wide range of different methods of teaching, which have a number of specific classifications: according to the source of knowledge (practical, visual, verbal); according to the different personal and personal abilities of students (sensitivity, awareness, character); depending on the

nature of the learning activity (demonstrative, reproductive, problematic, etc.). Some of these methods, as noted in a number of literatures, are also useful in the practice of music education in three groups: comparison, visual-auditory, and verbal.

Therefore, the features of the method of comparison in music education include:

- similarities and differences in music material;
- the relevance of musical material to certain life events and life processes;
- Comparing the art of music with other forms of art (such as sculpture, literature, and color). [2,207.p]

In music education, in addition, there are special methods of performing musical works and working with words (such as verbal expression of the artistic content of music, lyrics, dance movements). is highlighted.

A number of scholars in the field of music education methodology: E. B. Abdullin, L. A. Bezborodova and Yu. B. Aliyev, G. B. Dvoynina, M. S. Osenneva and others have said that the essence of the art of music is understood through the understanding and feeling of the tone, which is figurative and comprehensible, expressing rational and emotional reality. It is emphasized that the sense of the artistic content of the music is directly related to the work, and the mastery of the melody is felt in direct harmony with it.

While music emerges as a distinct form of human thought, it performs its primary function — the process of interacting with the human being. That is, music harmonizes with the human body, with the emotions. This process of adaptation requires special methods. With the help of these methods, the ideal purpose of teaching art is to master the works of art and through them to communicate with others, to form an artistic personality.

The characteristics of music education are determined by the art of music, which simultaneously teaches and nurtures. That is, the methods used in music education imply a combination of teaching and learning. In the process, the individual is nurtured through art. Artistic activities of students in the practice of music education include: a) listening to music; b) its execution; c) is done in conjunction with the creation trinity. [4,28.p] It is important for children to accept, master and interact with art in organizing their own creative activities. It follows that it would be expedient to apply the methods of general pedagogical education and upbringing to the process of music education, taking into account the above features.

It is natural that members of art clubs in schools and out-of-school educational institutions are of different ages. It is not the age, but the musical ability, interest, aspiration, research that is important. Based on this, in music education: 1) emotional dramaturgy; 2) creation of a composition; 3) methods such as creating an artistic text are preferred. These methods

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of music education for students, regardless of their age, differ from other didactic methods in that they have common features, such as the creation of pedagogical conditions for each of them to cover different areas of musical activity, to encourage them to create.

The leading method in music education, the method of "emotional dramaturgy", requires the application of dramatic rules in the creation of a particular fragment. [3,23.p] The essence of this method is that a music education teacher or art club leader recommends a system (module) of information about the content of a music, its culmination and creative features. Music lessons, clubs, music festivals, concerts and competitions are organized according to this method. The success of such a

system depends on a number of issues: the musical fantasy of the teacher-leader, the level of general and musical knowledge of students, their skills and abilities.

In addition, methods such as directing students to listen to music for long periods of time, analyzing musical works, and creating literary prose texts based on song content are also routinely used in music education.

The peculiarity of these methods used in the organization of music education is that the implementation of music education based on them is the establishment of children's own musical-creative practice. Acquainting the younger generation with this type of art and music has a positive effect on their spiritual development.

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