

## WAYS TO WORK ON THE PIANO IN EXTRACURRICULAR ACTIVITIES

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### Abstract

This article covers the methods of working on the piano instrument in extracurricular activities, it contains information about the history of the creation of the piano instrument and how it has been preserved to this day.

**Keywords:** Types of training, piano, art, renaissance period, music, culture, grand piano, musical-aesthetic, education-music, pedagogy, performance skills.

### Introduction

In fact, there are many published written sources that provide valuable information about the grand piano. In particular, the information about this is that piano art, which has a history of five hundred years, was created during the Renaissance and flourished in the XVII-XVIII centuries. After the creation of the piano instrument at the beginning of the 18th century, the period of development of piano art began. This musical piano instrument was created by the Italian Cristofori at the beginning of the 18th century (in 1710), on which it was possible to play soft and loud (strong and weak) sounds. That is why the name of the piano instrument is called "fortepiano" and means "high-low" in Italian in terms of sound power. The sounds that sound when you press the keys of the piano do not come from the keys, but from the strings stretched inside the piano. If the strings are stretched vertically (upright), this is a piano instrument, which is smaller in size and designed for playing in small rooms. If the strings are stretched horizontally (horizontally), it is a grand piano. Its sounds are louder and sonorous, and larger in volume. Another type of grand piano, more elaborately designed than the grand piano itself, is designed for performance in concert halls. Sitting at the piano, performance position It is known that when learning to play any instrument, first sit properly in front of the instrument and learn skills such as keeping the body and limbs free. mastery is important. The mastery of these skills helps in the correct formation of the executive state. There are three points of reference in piano performance, which are the foot position, the sitting position in the seat (chair), and the "hand position" (fingers). It also has several other features. They are: leg position - should be slightly pushed forward and resting on the ground or a special board;



when sitting on a seat (chair), you should sit firmly not on the whole seat, but on half of it. The height of the seat should be adapted to the student with a special twist device or boards. Its height should be set in such a way that the elbows are not below the keyboard, but they should be at the same height;

fingers are the third - one of the most important points of support. While holding the body upright, the body should be slightly forward, close to the instrument, and when the "hand position" (fingers) is placed, the wrist should not be raised, and the elbow should be at a three hundred angle from the body. The shoulders should be free and the height of the student should be adjusted. The hands should be rounded and the fingers should rest on the tips of the keys.

### LITERATURE ANALYSIS AND METHODOLOGY

The piano has its own characteristics. It requires theoretical and practical knowledge of their capabilities, as well as mastering the skills of playing them, in order to play the sound clearly and fluently. Accurate performance of music is achieved by dividing the pieces being performed into parts and parts into sentences and phrases. A part of the work appears from several musical sentences. In the process of mastering new works, a separate sound force may be required for each phrase and sentence.

It is necessary to develop the speed of thinking of the finger technique from the first lessons, using the suggested exercises and small tunes for the formation of performance skills in different strokes and in various movements. To play a large number of different pitches with two hands, two lines of notes separated by a line are used: the top line is for the right hand, and the bottom line is for the left hand. intended. They are connected by a bow known as "accolada". The first small pieces that students should learn are monophonic songs, which are designed to be played alternately with both hands. the scope is extremely wide. Along with musical examples of world composers, there are many Uzbek composers imbued with the national spirit

There are samples, adapted versions of Uzbek folk tunes for the piano. In order to enrich students' artistic performance thinking, to develop their technical capabilities, it is important to choose works of different nature, to get acquainted with the works of modern composers, as well as examples of masterpieces of Uzbekistan and world music culture. The first pieces that students should learn are monophonic song samples, which are designed to be played slowly with both hands. In order to better understand the melody of the instrument, which is divided between two hands, it is very useful to sing along with the poetic text of the melody at a slow tempo. a pause or silence in the sound of playing notes together. Pauses, like notes, have different lengths.

On the piano, staccato is the dots above or below the note that indicate that these notes should be played short and broken. In some cases, this method is also called staccato. An etude is a work of technical nature or an exercise in a finished musical structure. In the process of learning it, with the help of your teacher, you can learn it by counting the notes out loud and clapping along with the rhythm. Polyphonic works Polyphony (Greek poly-many, fone-sound, sound) is a type of multi-voiced music, each of which has its own independence, harmonically



combining and complex development of several melodies. Despite the fact that voices in polyphony have different tones (intonastia), rhythm, climax (culminastia), intonasties, cadences, and even dynamic tones and timbres, they combine and submit to one common sound. The importance of polyphony in the structure of music is very important, because the melody, rhythm, tone and harmonies in it develop harmoniously. That is why polyphonic structures are used in various forms of musical genres (fugue, invention and canon, etc.). Western European and Russian classical composers widely used polyphony in their works. Polyphony has become especially important in the application of polyphonic music traditions to Uzbek folk music. Forms of polyphony in harmonizing Uzbek folk tunes in the 20s of the 20th century

was used, and this experience became a factor for Uzbek composers in the future to create large multi-voice works. In the works, polyphonies can be found in voiceless, contrasting, imitative writing. Vocal polyphony - the main voice is developed, and the rest are subordinated to the main voice, while not having such independence. In some cases, these voices repeat with certain changes and develop in parallel with it. In other cases, these voices may differ from the main voices and unite in general development contours. In any case, the subvocal polyphony serves to expand the general singing of the melodic development. Polyphony of contrasting voices is the development of a melodic lead in different voices. As a result, the voices take precedence one after the other.

## RESULTS

The development of piano performance of students in general secondary schools in extracurricular activities. Music as a subject in school is the end of the knowledge about the objective laws of the development of nature, society and thinking. will consist of a reliable and generalized system of knowledge. In order for any science to stand out and have a normative function, the existence of a private understanding in it is considered an inevitable condition. Education, education and teaching are the main concepts of pedagogy as a science. Education is a type of social relationship in which people of the same category influence others in order to form a person in a directed manner.

The development of piano performance of students in general secondary schools in extracurricular activities is such an aspect of education and upbringing that it includes the system of scientific and cultural values accumulated by mankind. Education comes in many ways. Teaching is the process of mastering certain aspects of the socio-historical experience of humanity by students under the guidance of a specially trained person (teacher, tutor, professor, instructor), and it fulfills the educational, educational and developmental functions in an integral unity. Musical educational methodology enters the system of pedagogic sciences and occupies a special place in it. The issues of musical education are considered in connection with the general problems of education in modern pedagogy. Musical-aesthetic education is a much broader concept than musical education. In this process, the music lesson takes an important place, but it does not take a special place. Active development of music perception



skills, love for art and beautiful things in life, and the ability to creatively express one's feelings in the language of music play a major role in musical education.

In general secondary schools, the development of piano performance of students in extracurricular activities is discussed in terms of musical education with a broad pedagogical meaning. It is understood that the educational process is carried out in accordance with a certain goal. The purpose of well-organized musical education is to create a comprehensively and harmoniously developed person who is ready for work and social activities and always loves the Motherland. Active perception of beauty in music requires mental activity. The development of piano performance of students in general secondary schools in extracurricular activities should never be turned away from the intellectual foundation of the student's creativity and perception. When listening to music, we not only experience this or that situation, but also distinguish, select, evaluate and think about the perceived material. Cultivation of musical perception and taste, development of musical ability always interacts with mental and moral education. In the development of students' piano performance in general secondary schools in extracurricular activities, musical perception encompasses more than the perception of beauty, and the perception of beauty is, in turn, musical. is one of the types of perception. All beautiful things can be musically perceived, but not all musically perceived things are beautiful. Positive aspects of reality are expressed in beauty.

When we get into different mental moods in our musical perception of life events and events, we only enjoy when we understand beauty. Also, having a real musical taste is one of the important qualities of this person. Because the spiritual world of this or that person is revealed in the taste. So, fighting for healthy taste means caring for the human quality of a person. A student with perfect musical taste is not only a student who understands the masterpieces of art, but he will appreciate the beauty of life in any form, whether it is nature, manners, work or objects around him. He is ready to strike at all ideological and moral bottoms.

## DISCUSSION

The role of literature and art is extremely important in the development of piano performance of students in general secondary schools in extracurricular activities, in educating students in an aesthetic spirit, and in developing their artistic taste. Because the possibilities of music art are very wide in shaping students' moral standards and strengthening such characteristics as having an active attitude to life. Along with the fact that art increases the feelings of high humanity in students, it also has an effective effect on the spiritual growth of students. In addition to the specific tasks of musical nature and education, the modern music lesson should also have the following tasks.

The system of extracurricular musical education of students in general secondary schools in extracurricular activities to develop students' piano performance consists of many elements, such as: music lessons, music education outside the classroom and school, vocal and choral studios and clubs, vocal and instrumental ensembles, music schools, etc. In this system, the mass information system occupies a very large place. All educational and developmental tools form a musical-aesthetic environment, in which students' interests and needs in the field of



music arise. The music lesson at school is part of the system of aesthetic education, and it is in many ways the morale of the schoolboy will be aimed at development. Development and enrichment of musical and creative abilities, formation of skills of music perception, interest in musical art, artistic hobby of students should be carried out according to a well-thought-out and consistent system. The music lesson is distinguished by its own types of activities: listening and analyzing a piece of music, singing, performing actions to music, musical creativity. In the course of the lesson, it is impossible to separate these types of activities from each other, because they are interconnected and sometimes they are absorbed into each other. In the process of listening to music, students acquire a certain amount of musical-theoretical knowledge, gain experience in the ability to listen to music, and at the same time develop analytical skills. When singing in a group, the singing voice and all components of the ability to listen to music (high volume, rhythm, harmony of sounds, timbre) are developed. The development of performance skills in the process of singing in a choir, students playing musical piano instruments, moving to music, improvisation (free creation) turns students into active, interested, emotional participants of the educational session. yadi The task of music science is to develop students' piano performance in general secondary schools in extracurricular activities - to teach students to be active in beauty and creative approach to music. This can be achieved not only on the basis of mastering and understanding any asami, but also on the basis of knowing the history of its creation, the foundations of music theory, and the laws of its development. However, the perception of music is the basis for all types of student activity in the lesson. Understanding music is necessary for a full perception of the surrounding life, because in the end, the ability to penetrate deeply into the essence of the work of art and the aesthetic thing in life contributes to the comprehensive development of the schoolboy's personality. The music lesson, like all subjects, must solve the task it has set for itself, and the more actively and purposefully it solves this task, the higher the level of musical education for schoolchildren will be. .

## CONCLUSION

In short, in general secondary schools, the development of students' piano performance in extracurricular activities is an organizational form of educational work, in which the teacher teaches students within a clearly defined period of time works with a regular class according to a strict schedule, leads the group cognitive activity, uses various methods to achieve the didactic and educational tasks that he determines according to the curriculum. The teaching process can be considered as a goal-directed and constantly changing interrelated activity of the teacher. In the course of this activity, the tasks of obtaining information, development and upbringing of the employee are solved. The process of interaction between the student and the teacher in the music lesson is based on personal communication.

The development of piano performance of students in extracurricular activities in general secondary schools directs and controls the musical activities of all students, without exception, in music lessons. Also, it supports interaction and mutual control between students. The



teacher's extracurricular work creates the ground for all students to acquire the basics of knowledge studied in the lesson itself, to develop the necessary skills and qualifications.

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