

## THE USE OF MUSICAL GAMES IN MUSIC LESSONS AND EXTRACURRICULAR ACTIVITIES AND THEIR SIGNIFICANCE

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### ABSTRACT

This article discusses the use of musical games in music lessons and extracurricular activities, emphasizing their importance and types. Examples of games suitable for both lessons and extracurricular time are provided.

**Keywords:** didactic games, action games, game technologies, "Role-playing games," musical games, their goals and tasks.

The article highlights the experience of applying game-based methods in music lessons to enrich the learning process. The various forms of games in the current pedagogical context are widely explored. For school students, the following types of games are available: thematic-role games, labor-intensive games, didactic games, and movement games.

Didactic games play a crucial role in the intellectual development of students, contributing to their knowledge and various skills. These games are designed by teachers for educational and developmental purposes. In each game, students assume a role, fostering specific cognitive activities. Importantly, students can independently adapt initial conditions in these games. Here, the initial conditions are not sufficient for the students, and additional sources of information are used to fulfill their roles successfully.

Games integrate labor and learning activities, providing a fundamental aspect of human activity. According to G.K. Selikov, games are a form of social activity aimed at enhancing individual experience in conditions that require creative activity, involving self-expression and interaction.

Psychological aspects underline the importance of games in shaping one's identity, fostering adaptability, self-direction, and the realization of one's capabilities.

Utilizing game technologies contributes to the active and developmental nature of learning. Games vary in length and have a "creative field" as wide as possible. Games create a specific emotional atmosphere, involving competition, cooperation, and interaction.

Games reveal and develop logical and temporal consistency in their content. Researchers have studied games from a theoretical perspective, considering their activity, process, and teaching methods.

The article further explores the psychological mechanisms of game activities, emphasizing their role in developing personal qualities, imagination, and other cognitive abilities. The use of game technologies contributes to the active and developmental nature of learning.

"Role-playing games" serve as a unique activity for students, promoting creative expression and improvisation based on individual and collective experiences. The outcomes of these activities include improved speech, thinking, imagination, and other ethical qualities.

The article concludes by emphasizing the various purposes of games, categorizing them into didactic, educational, developmental, and socialization goals.

### Musical Games in Music Education:

Musical games have significant value in various aspects of a child's development—intellectual, aesthetic, and physical. The article suggests that games contribute to the holistic growth of a child, influencing cognitive, emotional, and physical domains.

The author introduces two musical games as examples: "Bog'bon and Gullar" and "Parovoz." These games are designed to engage students actively in musical and didactic activities.

#### Dance of Flowers (Uzbek folk tune).

**Content of the game:** In the game, 10-15 children participate. Among the players, one is designated as the "bog'bon" (leader), and the rest become "guls" (flowers). Each flower holds a drawing or image of a specific flower on top of their head. The flowers then move around, creating a floral dance. The "bog'bon" directs the flowers, saying, "Come to the garden, children, gather around, let's dance like flowers," and then chooses one of the flowers, closes their eyes, and, by feeling the floral ornaments, identifies and names the chosen flower. If correct, the positions of the flowers are switched. If incorrect, the "bog'bon" becomes a flower, and the game continues in this manner. The game progresses similarly in all groups in a music class, regardless of size. This is because musical and didactic games play a significant role in achieving the goals of music education. Namely:

- Teaching children the specific features of musical sounds (strength, height, timbre, duration) and developing their ability to perceive and differentiate them.
- Developing the ability to perceive and evaluate sounds in the environment (natural sounds, animal sounds) and enhancing their evaluative skills.

#### "Train Conductor" game.

**The beginning of the game:** In this game, the class is divided into three groups: the first group is "Full Note," the second group is "Half Note," and the third group is "Quarter Note." Each group comes forward in turn, clapping their notes.

- The first group claps once;
- The second group claps once and pauses for two counts;
- The third group claps once, pauses, claps twice, and pauses again.

**Explanation:** In this game, the teacher, acting as a conductor, needs to conduct in 4/4 time.

#### "Cheerful Conductor" game.

**The beginning of the game:** The teacher becomes the conductor. The students become musicians. The conductor points to any group or student, and that group or student should stop playing their instrument immediately. This game is played in smaller groups or among individual students.

This game is considered successful when the performance is organized after the students have fully learned to play their parts.

#### "Find the Name of the Melody" game.

**The beginning of the game:** The music conductor plays the first 6-7 notes of traditional melodies on a musical instrument.

Children compete to find the name of the melody. The child who correctly identifies the name of the melody is declared the winner. The game ends with the enthusiasm of the children who have correctly identified many melodies.

The set of melodies included in the game: "Chertmak," "Norim-norim," "Andijon Polka," "Yallami-yorim," "Doloncha," "Lazgi," "Namangan Olmasi," "Dilxiroj," "Chitti Gul," and "Munajat."

Games, especially musical games, play a vital role in achieving the goals of music education. They serve as effective tools for teaching musical concepts, enhancing cognitive skills, and fostering a creative and interactive learning environment. The article highlights the importance of incorporating games into music lessons and extracurricular activities to create a more engaging and dynamic learning experience for students.

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