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INNOVATIONS IN MUSIC EDUCATION

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ABOUT ARTICLE

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Abstract: Since the 2022-2023 academic year, a number of innovations have been introduced in the music education system in our country. The basis of such news will be the tasks set out by the president of the Republic of Uzbekistan in the decision of February 2, 2022 "on additional measures for the further development of the culture and art sphere".

INTRODUCTION

On the basis of the "new Uzbekistan development strategy", the development of innovation of music education in our country and the development of culture of the younger generation in its means on the basis of modern requirements are carried out. Therefore, in the process of these works, it is important to ensure the implementation of the highlighted decision. Based on this decision, from the current academic year 2022-2023, music education of our country is being established on a completely new system. We draw your attention to the innovative changes that are taking place in the process of organizing music education in two forms of such a new system - general secondary schools and training professional music teachers with higher education.

In this respect, the most important of such innovations are the following:

first of all, the educational process of "music culture" in general secondary educational institutions is improved based on the requirements of state educational standards and qualifications, in which "improving the knowledge and skills of students" is defined as the main basis of music education. To do this, these subject classes are organized in the form of "a fixed academic hour per week and, in addition to it, practical circles and optional lessons of singing on national musical instruments every week."

In this regard, it should be noted that the training of the academic discipline "music culture" is organized in the form of theoretical lessons, practical circles and optional classes in general secondary schools. This is a week-long lesson process. To date, the classes of this subject were held in both theoretical and practical forms on the account of the Allotted Hours. As a result, the process of student acquisition in this subject was not on demand. However, one of the main tasks of the academic discipline

is to conduct a general training session according to the state educational standards and qualification requirements on the basis of educational plans and programs, as well as to develop the musical competence of students.

In ensuring the performance of this task, only one hour of training was scarce. For this reason, from the current new academic year, practical circles and optional classes are provided for this subject at the expense of "one academic hour fixed per week, as well as hours allocated in addition to it". It is worth mentioning that additional classes are carried out on the basis of the percentage of hours in the school account. Therefore, from this academic year, the participation of famous and experienced artists operating in the regions will be established in practical circles and facultative classes, which will be organized in stages in the educational discipline "music culture" in general secondary schools.

In addition, according to this decision, "the leaders of practical circles are subject to the established base tariff rates for the head of the circle of children's schools of the "perfect generation", that is, when teachers of the educational discipline "music culture" of general secondary schools conduct music practical circles, base tariff rates are added to their salary. This category of artists who actively participate in such training is stimulated by an additional surcharge in the amount of the position salary from the place of work on the basis of an emphasized decision. This innovation provides opportunities for innovative development of the theory and teaching methodology of the educational discipline "music culture" in general secondary education schools, to increase the musical knowledge and skills of students to the expected level, and to develop their musical competence;

Secondly, the Real conditions for the organization of music education in general secondary schools on a new basis are established. According to it, from the current academic year, as established in the resolution, schools of general secondary education are systematically provided with National Instruments, music textbooks, note sets and educational-methodological literature in stages. These were "integrated into the system of providing general secondary education schools with textbooks and teaching and methodical manuals". In this respect, the provision of every general secondary education school with National instruments such as Dutor, doymbira, doyra, tanbur, rubob, gijak, nay has been established. As a result of this work, in our country, in 2022-2024, general secondary schools will be fully equipped with the necessary instruments;

Thirdly, these innovations in music education of our country put the task of providing general secondary schools with professional music teachers. For this reason, as noted in the decision, it is intended to achieve that professional music teachers who will qualify for practical activities from the next 2023-2024 academic year will have the skills to be able to play tunes on at least three instruments. The basics are enough for this. Because students who are trained in the direction of music education have the opportunity to perform on instruments that are similar to him in addition to their private instruments. For example, a player who can play a melody on a percussion instrument can also play a melody on instruments that are related to those instruments. Meanwhile, in the musical art of our country there are improved family types of National (Folk) Instruments. For example, an improved dust instrument performer can perform a melody in all of its traditional types as well. Therefore, it should be noted that there are opportunities for future music teachers to achieve the skill of performing a melody on at least three instruments.

It should be noted that from the new academic year, the most important two pillars of the implementation of music education in our country are established – the innovation-based educational process of organizing the educational discipline "music culture" in general education schools on a new methodology and training professional music teachers with higher education. Therefore, it is also

necessary to create theoretical and methodological foundations of this process. There are opportunities for this. The most basic of these include:

first of all, there is a specific national experience in teaching music education in the general secondary education schools of our country, and music teachers in practical activities have individual styles;

secondly, there are schools of general secondary education and a set of musical works that are mastered in the process of Higher music education;

thirdly, a set of organizational and methodological and didactic-technological opportunities has been formed in schools and higher education institutions of general secondary education to organize music education on a new basis. Therefore, it is assumed to use such opportunities wisely.

At the moment, it is assumed to carry out a number of organizational implementation for the organization of music education in the country on a new basis. The most important such works include: first, strengthening the skills of music teachers in practical activities in music education on a new basis; second, to improve the repertoire of music education in general secondary schools and to ensure their harmony with higher music education programs;

thirdly, the requirements for practical circles and optional lessons of music, which are organized in schools of general secondary education, as well as the formation of a repertoire of musical works studied in them;

fourth, the development of the basics of attracting music teachers with future higher education to practical circles and optional classes in schools during the weekly internship period;

fifth, schools of general secondary education develop methodologies and mechanisms for educating students with musical competence through the means of music practical circles and optional classes, and directing them to the art of music. Finding a solution to this will provide an opportunity to organize music education in our country to the extent expected based on the conditions and requirements of the innovative society.

From the innovations introduced in these two most systems of music education, the goal is to bring the younger generation to decent adulthood through the medium of musical art and culture. To do this, it is assumed that all participants in music education are ready for innovation, new approaches and a new teaching process.

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