

# Reforms of Music Culture Education

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**Abstract---** *In the article, the content and essence of the reforms carried out in the field of music culture education in Uzbekistan, improvement of music education in secondary schools, professional competence of the teacher of music culture, pedagogical conditions of organization of modern lessons, techniques, methods and tools were discussed.*

**Keywords---** *Music Pedagogy, Artistic-aesthetic Taste, State Educational Standard, Music Heritage, Modern Music Classes, Educational Technologies, Interactive Techniques, Listening to Music, Music Literacy Activities, Pedagogical Practice, Folk Music, Teacher's Level of Competence.*

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## I. INTRODUCTION

Resolution of the President of the Republic of Uzbekistan dated November 17, 2017 No PD-3391 “On measures to further develop the art of Uzbek national maqom (*tune*)” was adopted, in which: The task was set to “develop the artistic and aesthetic taste and thinking of our people, especially the younger generation, by introducing them to the art of maqom (*tune*)” [1].

This requires further improvement of the methodological framework of education. Now the main goal is that the student can apply the acquired knowledge and skills not only in the acquisition of skills, but also independently in their personal, professional and social activities, and use them wisely in various social relationships throughout life [2].

In recent years, a number of documents on the development of music education have been adopted, textbooks have been published, programs have been prepared, and educational and methodical literature has been published.

Resolution No. 187 of 6 April 2017 “On approval of state educational standards for general secondary and secondary special, vocational education” approved the State educational standard in the field of music culture [3].

## II. THE MAIN FINDINGS AND RESULTS

The purpose of teaching music culture in secondary schools is to form students' spiritual, artistic and moral culture, to educate them in the spirit of national pride, patriotism, creative skills, sophistication and artistic taste, to listen to and enjoy the works of Uzbek and world composers.

The new content of music culture education is “to bring up the younger generation at the level of a cultured person who can inherit our national musical heritage and realize the richness of universal music” (5).

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Qualification requirements for graduates of general secondary schools in the field of music culture will be based on the competencies of musical literacy, group singing, listening to music and analysis. When we analyzed the curricula from music education, the following changes were observed.

First: the improved curriculum for each grade included basic competency elements that are formed in students, a requirement that was not present in the previous curriculum.

Second: At the end of the 4th quarter for each class, science-related competencies, musical literacy competence, group singing competence, and music listening and analysis competencies, were introduced. Listening to music and singing as a group Melodies and songs by type of activity are divided into specific hours by quarterly themes and included with the names of melodies and songs.

Third: if earlier in the curriculum, music creativity was given as a separate type of activity in the primary grades, now it can be observed that this type of activity is included in the structure of listening to music.

The volume of changes in the content of music textbooks in the state educational standard is also noteworthy. In particular, the 30-35% change in the 1st grade textbook "Music" and 26% change in the 4th grade textbook "Music" will enrich the content of music education and help students to increase their interest in science.

Organizing music education with adolescent students has become more complicated, and for many years teachers have been selectively using a variety of musical compositions and song collections to perform group singing activities. Taking this into account, the total volume of the 6th grade textbook "Music" was reduced, and the content of teaching materials was increased, and examples of "singing as a group" and "sound tuning exercises" were included. The Department of Music Literacy has been radically changed, along with solfeggio, music-theoretical issues on each topic have been revealed, enriched with new modern songs, control tasks, questions have been revised, and separate test questions, answers and puzzles have been included in each quarter. It is worth noting.

Now the organization of competency-oriented lessons and its technological mapping requires professional skills from a teacher of music culture. Before each lesson, the teacher must set specific tasks, and the teaching process should be aimed at developing students' basic, science-related competencies. The teacher will need to be creative in choosing the form, method of work, content, methods of organizing student activities in the organization of each activity in the class (such as listening to music, singing as a group, music literacy).

Today, music is used as a leading factor in introducing students to the world of sophistication, as well as educating them in the moral and ideological spirit. Professor F. In order to increase the interest of primary school students in the art of music, Turaev recommends the following methods in the classroom:

1. Comparison of national and fraternal peoples in the study of music while listening to music.
2. Comparison of our national musical instruments with European musical instruments.
3. Deepen students' knowledge on the basis of local musical materials. (10).

In the textbook, "Innovative technologies of music teaching" by D. Karimova, acknowledges the importance of didactic thinking in the study of didactic thinking, the search for and identification of constant connections, relationships in the content of teaching and learning seeks methods and situations, relies on modern pedagogical

technology to increase the efficiency of the learning process. Teaching students to think independently and creatively helps to achieve high quality and efficiency of the learning process. Therefore, he emphasizes that pedagogical technology, didactic technology, educational technology are the most effective tools in the educational process [6].

Depending on the content of the lesson and the ability of students to organize a teacher of modern music culture, it is necessary to create and use innovative technologies based on advanced methods in the teaching process. The role of teacher professionalism in fulfilling this requirement is great. The teacher must be knowledgeable, advanced, talented, creative, inquisitive, enterprising, pedagogical-methodical. After all, one of the most important problems in reforming education and achieving real results on this basis is the issue of scientific-methodological, cultural-enlightenment and moral-aesthetic level of the teacher. Because “the direct driving force of such an extremely complex and arduous process as education is, first of all, the teacher” [7].

The plan of the system of professional development of teachers includes "Scientific and methodological bases of the use of advanced pedagogical technologies in education", "Interactive teaching methods and their practical application", "Presentation of innovative technologies", "Practical use of information technology and technical means in music culture lessons", a number of topical issues such as "completion of assignments" and the discussion of these issues with the participation of the audience are the attitude of teachers to their subject, independent thinking, strengthens the ability to apply theoretical information in practice.

The development of innovative technologies in music culture teachers, the effective use of advanced methods introduced in science, the process aimed at achieving efficiency in improving students' musical knowledge, skills and abilities.

Researcher D. Saipova, based on her experience, gives the opinion “The use of advanced pedagogical technologies in the lessons "Music Culture" has strengthened the interest of students in musical knowledge, including music literacy. Students now have a clear understanding of the means of musical expression, easily solving musical puzzles, knowing the notes well, and understanding the sound and its properties. Experiments have shown that the effectiveness of lessons depends on their proper organization. The acquisition of musical knowledge has been proven in practice to serve in shaping not only musical literacy but also musical outlook, musical taste, musical thinking and similar qualities in students” [9].

Since the widespread application of educational technologies in the music teaching process is an important factor in increasing student activity, the teacher must have sufficient knowledge and experience in the theoretical and practical areas of music, conduct lessons in interesting ways. Creating a friendly environment based on the interaction of teacher and students, develops the ability to increase the effectiveness of the lesson, independent creative thinking of students, a decent attitude to musical works.

In this method, the student actively participates, individually, in pairs, in groups, trying to find answers to problems and questions, evaluates, writes, speaks, tries to shed light on the issue through evidence and reasoning. This is stored in the memory of students for a long time and takes an analytical approach to the acquisition of new information.

There are many ways of advanced pedagogical technologies. These methods can be used depending on the age, psychological characteristics, level of knowledge, and musical needs of students.

### ***Technology of “Scarade”***

“Scarade” is an interactive technology that allows students to develop intellectual connection, logic, memory, and the ability to express them openly and freely in solving a problem. This technology allows students to independently and objectively assess the quality and level of musical knowledge, to determine the understanding and perception of the subject being taught. It also allows you to express different ideas and identify the connections between them.

“Scarade” technology is easily accepted by students. Because it is designed taking into account the thinking, cognitive features of the activity. It involves the use of students’ experiences, makes reflective observations, and has the potential for active creative exploration and intellectual experimentation. “Scarade” technology can be used to teach different stages of learning material.

### ***“Cinquain” Method***

Students are divided into groups. The teacher begins by playing an introductory part of 4 bars from different songs that the students have learned for each group of their choice. Bands need to find the name of the song and continue through the music that is played to them. The teams that complete the task correctly are considered the winners.

### ***“Scarabe” Method***

Reinforce the topics covered. Working in two groups. Cards will be distributed to students. They have the names of several works. Each group sings to each other without saying the name of the work written on the cards, or plays a musical instrument, or demonstrates with hand gestures. The groups should continue to find the title of the work. The group that finds the title of the work more correctly, shows it correctly, and performs it correctly is considered the winner.

### ***Revision of Learnt Songs***

One student walks out of the classroom. The rest agree to choose a song. Then they all choose one word for themselves. Once everyone is ready, an outside student is invited. When he enters, he begins to speak his word to everyone. The child has to find the name of this song. The reader is applauded after finding the name of the song. After the game, the children’s impressions are asked.

### ***“Creative Work”***

A style that shapes students’ aesthetic tastes, aimed at developing their creative and intellectual abilities. In this style, students listen to music that they have studied independently in their free time, and the teacher gives theoretical instructions during the lesson.

If the teacher uses the above interactive methods during the lesson, it will be appropriate. And it also has a positive effect on the ability of students to remember, because the formation of student spirituality, teaching

independent thinking, and arousing interest in learning, ultimately increasing student activity - defines the essence of educational technology.

The personal and professional skills of each teacher are of particular importance for the organization of music culture lessons using these techniques. The role of professional development courses is invaluable in ensuring that teachers are able to use innovative technologies and achieve effective results in the process of teaching music to students. It is expedient to organize training courses in accordance with the interests and requirements of teachers, as a result of enriching the content of the subject of music culture at the expense of innovative technologies.

In-service training is also organized on the basis of advanced innovative technologies, the introduction of advanced pedagogical practices in the system, the widespread use of advanced methods in each lesson, the development of professional skills of music culture teachers.

Importantly, the use of interactive methods ensures that the teacher actively cooperates with students during the lesson, increasing the independence of students. The development of students' intellectual potential through music, the growing musical need for their education requires the widespread and active use of innovative technologies. Therefore, in the process of professional development of teachers of music culture, it is necessary to master modern information and pedagogical technologies and advanced methods, to achieve their effective use in the educational process.

The above definition encourages teachers involved in music education to be more responsible in their profession. Indeed, a number of measures have been taken in our country to systematically develop music education, along with other disciplines.

Music lessons based on pedagogical technology take different forms, the content of which requires the following:

1. The teacher must clearly define the purpose of the music lesson. (Objectives are divided into: musical concept, knowledge, comprehension of information. Practical application of knowledge from music theory (listening, singing activities, musical analysis and proper evaluation of a musical work).
2. Objectives in musical activities should have basic educational, pedagogical and developmental implications.
3. In the process of music education, students are required to use it individually or in groups.
4. The teacher chooses the method based on the nature of the topics, taking into account the level of musical training and needs of students.
5. The teacher ensures that the topics covered are fully mastered by students during the lesson.

The formation of the student as a person is required to have his own opinion, his own word, and his own independent point of view. The initial basis for this is laid by the teacher in the school.

### **III. CONCLUSION**

The importance of the science of "Music Culture" in this regard is very important for children to think freely, respect each other and provide for the spiritual well-being of man in general. The effectiveness of the form, methods

and techniques of teaching this subject should be aimed at taking into account the intellectual and personal potential of children in their organization, to increase their activity.

In carrying out this task, it is necessary to combine traditional methods of teaching music with advanced pedagogical technologies. Advanced pedagogical technologies increase the productivity of the music education process, shape students' musical outlook, increase their passion and interest in musical knowledge. Important features of pedagogical technology:

- The integrity of the structure and content of the process of music education, the interdependence of musical activities:
- Teaching based on the musical activity of the student:
- Identify and correct deficiencies and shortcomings in the process of acquiring musical theoretical knowledge, skills and abilities:
- Perform test tasks according to the criteria in musical literacy, group speaking activities.

So, these changes, aimed at reforming the system of education in general music culture, will ensure that in the future the younger generation will receive a deep and thorough knowledge in the field of music. In this responsible process, all teachers and methodologists of the system must work together.

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