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Attention To Music In The Years Of Independence: A New Approach To Scientific Research

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ABSTRACT

This article reveals the attention paid to music education in Uzbekistan, the new approach implemented in the education system, the development of pedagogical educational technologies and modern methods based on long-term independence.

KEYWORDS

Television, telegram, Internet resources, online lessons, video seminars, distance learning.

INTRODUCTION

Hazrat Alisher Navoi in his work "Mahbub ul Qulub" praises the musicians and singers as follows: "Mutribitarabafzo, mug'anniy g'am zudo – ikalasigadar duholahlijon qilurlar fido. Ulki ko'rguzaymuloyim taronaunag'am, agar eshituvchining hayotinaqdianga fido bo'lsa ne

g'am. Ko'ngul quvvati – xushnavozdin, ruhquti - xushovozdin"[1].

His compliment of the masters of music and art people was the most simple yet precise and beautiful.

The works of singers and musicians, who have preserved and passed on to future generations the songs and music that have become an important part of the spiritual life of our people, formed and polished over the centuries, are always worthy of attention and recognition. It is a responsible and honorable task to study the creative heritage of master artists, to promote it more widely, and to inculcate it in the hearts of the younger generation. That is the only way to develop the art of national music. After all, the art of music is understood and felt by the strings of the heart. In most cases, they do not need translation and commentary.

To understand the greatness of the work done in the field of music today, it would be useful to go back a quarter of a century and recall the situation at that time. We need the help of our elderly compatriots in this regard. On the eve of independence, there were many problems in the activities of music and art schools; the field was helpless both in terms of the content of education and the conditions created. In short, the former Soviet Union left a pitiable "legacy" in the issue of music and art schools which were divided into music and art directions. In 1990, there were 210 music and 101 art schools in the country, 57 of which were in rented buildings belonging to other organizations (where there was a vacant building, the school moved to there); 198 of which in adapted, inconvenient buildings; only about sixty were housed in specially built, specialized buildings; and neither music nor art schools were opened at all in seven districts.

161 of those music and art schools consisted of four walls rebuilt from raw bricks by volunteers in the 40s and 50s of the last century. So, considering the level of the requirements of the time, 90 percent of

schools needed to be rebuilt. There were no art schools in almost half of the districts of the country. As for the content of education, it should be noted that the national art was of secondary importance, as the curriculum was sent mainly from the "center". Of course, these are not comparable to today's results. The difference is huge in terms of the conditions, results, and the content of education.

Today, music and art schools have all the conditions for children in more than a dozen areas to enjoy all kinds of national and world music on the basis of teacher-student traditions, to get acquainted with culture based on universal and national values, and on this basis to encourage and nurture children's talents. The goal is to cultivate talents who have high spiritual and moral qualities, are loyal to their homeland and people, are aware of the historical traditions of our national culture and art, and at the same time understand and perform national classical music and fine arts.

In recent years, the number of children attending to music and art schools increased from 38,000 in 2008 to 52.2 thousand in 2014. As the quality of education increased, 31 talented young people in 2008, 40 in 2009, 85 in 2012, 101 in 2013 and 96 until July this year participated in various prestigious international competitions held in France, Italy, Germany, Finland, The Great Britain, Romania, Russia, Azerbaijan and Czech Republic, astonished spectators with their art and won prizes[2].

At present, Uzbek scientists, composers, experienced teachers contribute to the development of music education with their programs, textbooks, recommendations, and manuals. Using the modern achievements of

music education today requires creative activity in the implementation of the goals and objectives set in scientific research.

In cooperation with the Ministry of Higher and Secondary Education, the Ministry of Justice and national TV and radio companies, a distance learning network has been set up for students to receive education through a number of channels. In this sense, along with all disciplines, music education was conducted throughout the country in Russian and Uzbek, as well as other related languages. This proved once again that various barriers to students' learning cannot be an obstacle.

The Order No. 91 of the Ministry of Public Education "On continuing teachers and professors' activities of higher and secondary education in distance, establishing labor activities of employees necessary for organizing distance learning process through distance work" was issued on March 31, 2020.[3]

It was this distance learning that became the basis for the organization of various video seminars for the exchange of methods of advanced teaching processes in the field of music culture, as well as in all disciplines of the most advanced science teachers of the republic.

Indeed, with online lessons, video seminars broadcast through television, social media, internet, as in all areas of music education, the most talented teachers of the country were able to unite thousands of knowledge seekers at the same time. The necessity of using interactive methods in explaining topics, and of variety of questions and assignments encourages teachers and students to be more responsible and quick

and also results in the increase in the scope of scientific researches via social media.

Particular attention is paid to the best practices, modern innovations, pedagogical technologies, as well as the effective use of mass media in the organization of the science of music culture online. Modern pedagogical technology has its own theory related to pedagogy and other scientific achievements; it is primarily aimed at building the educational process on a scientific basis; laid the foundation for the interaction of researchers based on the widespread use of teaching media, didactic materials, and active methods. The interest in the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process is growing day by day. One of the reasons for this is that while traditional education has so far taught students to acquire only ready-made knowledge, modern technology-based lessons have taught them to search for, analyze and even draw their own knowledge.

This form of distance learning has been implemented in Uzbekistan since March 30, 2020. One of the most pressing issues today is the in-depth study of the science of music pedagogy in different conditions and periods, its application in daily practice and the implementation of the following formula conditions to promote the results of practice: Studying scientific research works with direct participation in various international webinars, conferences and being aware of the innovations created by leading experts.

Achieving quality education by creating convenient time and environment for students through the organization of distance learning

Introducing electronic textbooks and manuals
in music pedagogy using modern educational
opportunities

Preliminary diagnosis of advanced
pedagogical and psychological achievements
and shortcomings through online surveys,
questionnaires, various experimental work.

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