

The Importance of Musical Education in General Secondary Schools

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Abstract: This article discusses the fundamentals of musical education and the importance of musical education in general secondary schools. Additionally, the article presents the author's approaches to musical education.

Keywords: school, student, artist, musical education, approach, methodology, knowledge, skills, qualification, talent, adolescent.

The “Uzbekistan-2030” strategy sets the task of educating students in general secondary schools in accordance with the conditions of the New Uzbekistan[1]. In this context, organizing the musical education of students and relying on new approaches has become one of the pressing issues of today. In this regard, we will now focus on the analysis of this matter.

Fundamentals of Musical Education. Educating students in general secondary schools based on musical education is one of the main tasks of music pedagogy[2]. From this perspective, the fundamentals of musical education consist of the following:

- Developing students' musical abilities through the teaching of the music culture subject;
- Forming students' skills in music, singing, and dance performance;
- Continuously developing students' skills in musical education.

In general secondary schools, the subject of *Music Culture* is taught in grades 1-7. It provides students with an understanding and knowledge of music theory and methodology, as well as the fundamentals of Eastern and Western music arts. From this perspective, the musical education of students is considered to be effectively implemented within the process of music teaching. Musical education is an integral part of aesthetic education, where the musical consciousness, musical feelings, and musical perception of students in general secondary schools are developed [3].

In Uzbekistan, the process of educating students through the music subject in general secondary schools was introduced in 1934. With 90 years of experience in music education, it is considered appropriate to carry out students' musical education. This is because individuals with musical awareness tend to exhibit harmonious thinking, those with developed musical feelings are generally free from vices, and individuals with musical perception are often socially active. For this reason, the philosopher Plato emphasized that the strength of a state is due to the proper organization of music education.

Therefore, in the process of teaching *Music Culture*, it is important not only to teach students singing, dancing, and musical performance but also to carry out their musical education. Moreover, identifying students' musical talents and directing them to additional music education institutions is also one of the practical aspects of musical education. For example, even in the most remote regions of our country, music and art schools are functioning. Implementing students' musical education through these institutions is one of the most important issues.

To develop a person, it is necessary to first understand the factors that influence their behavior, their nature, and their interests. For this, a person must be placed in various social contexts and observed.

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Only then will their social behavior, spiritual appearance, and human qualities emerge. As Abu Nasir Al-Farabi once said, "Every person is naturally structured in such a way that in order to live and achieve high maturity, they need the community of people, and therefore, they achieve maturity through mutual cooperation."

In the development of a child as an individual, lineage, environment, and upbringing play an important role. The teacher, by observing and studying these factors, must instill musical knowledge, skills, and qualifications in students based on their interests, abilities, and attitudes toward music, beauty, and labor. A person derives lifelong pleasure and help from music. For this reason, it is the task of the primary school music teacher to nurture students' musical culture, equip them with refined taste, and shape their worldview. Music not only has an emotional effect on the human psyche, but also influences through musical tones created by sound, bringing joy, provoking thought, guiding toward goodness and beauty, and leading to the world of elegance.

In the musical education of students, children's music, songs, and dances play a crucial role. This is because, today, students in grades 1-7 are often listening to foreign music and imitating it through computers, tablets, and mobile devices. Therefore, the implementation of students' musical education through music teaching in general secondary schools remains a pressing issue. To achieve this, it is necessary to strengthen the music clubs. It is worth noting that famous artists are assigned to the music clubs of general secondary schools. Today, using the opportunities of these artists to carry out students' musical education would be an appropriate approach. This is because students naturally accept every instruction given by famous artists, and as a result, their consciousness develops through musical tones, principles, and techniques.

In our country, there are efforts to attract general secondary school students to various ideologies. For example, recently, there has been religious propaganda based on phonetic consciousness. Musical education serves as a means to protect general secondary school students from a one-sided worldview. Therefore, preparing audio-video versions of children's music, songs, and dances and uploading them to the global Internet network as well as to the students' educational tablets is of great importance.

The development of students' musical education skills in general secondary schools remains a pressing issue. To achieve this, music teachers in schools should organize music events widely and ensure the participation of artists whenever possible. It is important to note that famous artists assigned to general secondary schools are responsible for carrying out music events. Therefore, it is crucial to develop a musical activity plan for artists in general secondary schools based on a simplified set of guidelines.

In this regard, studying the experiences of foreign countries is of great importance. For example, in the Russian Federation, famous artists are assigned to general secondary schools and spend one day a week engaging with students in their musical education. As a result, there are opportunities to discover talents in the field of music and nurture them. From this perspective, organizing the activities of artists assigned to general secondary schools in our country on one day of the week will enhance the effectiveness of musical education.

If we pay attention, the fundamentals of musical education have their own unique characteristics.

The Importance of Musical Education. Musical education implemented in general secondary schools develops in the later stages of the educational process. If musical education is effectively carried out in general secondary schools, the process of students joining various movements and trends will slow down. For this reason, in countries such as the USA, France, Germany, and Finland, musical education is recognized as one of the key directions of state policy. In this regard, analyzing foreign music distributed through computers, tablets, and mobile devices in our country, and providing students with information about them, will increase the effectiveness of musical education.

Music Performance and Pedagogical Experience show that when music education and training are implemented properly in general secondary schools, students' knowledge and skills develop as expected. For example, during adolescence, students undergo significant psychological and moral



changes. Therefore, the *Music Culture* textbook for grade 7 provides education based on the following topics:

1. Local styles of folk music
2. An understanding of maqoms (traditional music modes)
3. Information about the role of Uzbek music art in world music
4. Information about Uzbekistan's music culture [4].

In this context, it is important to pay special attention to the musical education of adolescent students. According to our approach, it would be appropriate to also teach *Music Culture* to grades 8-9. This is because students in these grades are in the process of intellectual, emotional, and aesthetic development. In this case, musical education has a positive impact on students' overall upbringing.

In conclusion, it can be emphasized that the musical education of general secondary school students is one of the pressing issues in the context of New Uzbekistan. For this, integrating the traditions of music education in our country with the experiences of foreign countries will yield the expected results. Moreover, strengthening the involvement of our famous artists in the activities of general secondary schools is necessary, as musical education is one of the needs of the new society.

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