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**PROBLEMS AND PROSPECTS OF MUSIC AND PEDAGOGICAL
EDUCATION AT THE TURN OF THE XX-XXI CENTURIES**

Annotation. Within the framework of complex pedagogical research in recent years, the works of music teachers who recorded the changes that have occurred and continue to occur in the field of teaching the disciplines of the artistic and aesthetic cycle are of great interest. Of course, innovations and reforms in the Uzbek school of the eighties and nineties could not but affect the sphere of musical upbringing and education.

Keywords: pedagogical technologies, technical equipment, pedagogical means, mechanisms of realization, educational process.

In the state studied nesootvetstvie praktiki obucheniya, osnovannoy na predmetno-L distsiplinarnoy razdroblennosti, razobshchennosti blokov znaniy, karakteru i stylistike budushchey deyatelnosti spetsialista v oblasti muzykalnoy kultury; deyatelnosti, kotoraya vseгда i vo vseх sluchayax, vne zavisimosti ot vida i «janra» sinkretichna i tselostna v svoey osnove.

Within the framework of complex pedagogical research in recent years, the works of music teachers who recorded the changes that have occurred and continue to occur in the field of teaching the disciplines of the artistic and aesthetic cycle are of great interest. Of course, innovations and reforms in the Uzbek school of the eighties and nineties could not but affect the sphere of musical upbringing and education. In the works of E. Abdullin, L. Archazhnikova, Y. Aliev, A. Malyukov, V. Maksimov, G. Stulova, L. Tarasova, various aspects of the musical educational process in its modern modification are considered in this regard. In other works, the issues of content, forms and methods of teaching, the development of general and special abilities of students

are interpreted from the standpoint of today (B. Kritsky, A. Malinkovskaya, O. Radynova, N. Terentyeva, L. Shkolyar, G. Tsypin, etc.) ; analyzes causal relationships and relationships in the field of music teaching; excursions into the past of national pedagogy are being undertaken; highlights the problems of traditions and innovation (E. Nikolaeva, T. Mariupolskaya, E. Dolinskaya, N. Shakhnazarova, etc.).

It should be pointed out at the same time that the specialists listed above focused, as a rule, on topical problems of our time, on the state of affairs in today's theory and practice of teaching. Only a few works from among those dated by the last two or three decades are devoted to the issues of pedagogical prognostics (I. Bestuzhev-Lada, B. Gershunsky, V. Kutyev, V. Rachkov,). There are practically no works aiming at scientific excursions into the future of Uzbek pedagogy.

The foregoing serves as an additional argument in favor of the relevance of this dissertation research.

The methodological foundations of the study include:

- the dialectical-materialistic concept of development, interpreting development as an internally natural, irreversible change in material and ideal substances (objects), as a transition from one state and stage to another, from lower to higher, from less perfect to more perfect (M. Bakhtin, A. Losev, M. Mamardashvili, K. Marx, F. Engels, and others);

- the postulates of historiosophy, developed in line with this concept and taking as a basis the idea of movement in its modern interpretation - an idea that appears in one of its central modifications as the idea of self-movement and internal change, the restructuring of complex systems (from a person to social institutions);

- didactic principles established in the domestic system of upbringing and education, in particular, the principle of upbringing and developing education; the principle of consciousness, creative activity, taking into account individual

characteristics; the principle of stimulating the cognitive forces of a student, etc. (Yu Babansky, M. Danilov, B. Kraevsky, M. Lerner, M. Skatkin, B. Osipov, etc.);

- methodological and methodological approaches to teaching outstanding Uzbek music teachers (A. Goldenveiser, K. Igumnov, G. Neigauz, L. Oborin, A. Yampolsky and others) who advocated a harmonious combination of authoritarian teaching methods - with liberal-tolerant methods ; proclaiming the student's right to creative initiative, to freedom of self-expression in the classroom;

- futurological ideas and prognostic concepts of domestic scientists (I. Bestuzhev-Lada, B. Gershunsky, E. Kostyashkin, O. Kutjev, V. Rachkov, M. Skatkin), in particular, regarding the prospects of socio-pedagogical forecasting of personality-oriented forecasting, theoretical-methodological and experimental-experimental forecasting.

- analysis of scientific and literary sources on the problems of didactics, general and musical pedagogy, educational psychology, philosophy, cultural studies, musicology, pedagogical sociology;

- study of modern scientific and practical approaches to teaching basic musical disciplines; generalization of advanced teaching experience; critical analysis and pedagogical interpretation of the experience of teaching and educational work at the Tashkent State Institute of Music named after A.G. Shnitke; application of a set of methods of the empirical level - prolonged pedagogical observations, interviews, questionnaires, as well as ascertaining and formative (teaching) experiments.

The development of Uzbek pedagogy as a social institution is inscribed ("built in") into the integral metahistorical process of the formation and development of modern European civilization with all its inherent qualities and properties. This means that pedagogy as a whole, as well as in its individual segments and specific manifestations (in particular, musical pedagogy),

functions, obeying objective laws immanently inherent in it, acting with more or less obviousness and being derivatives of a single, universal law of motion and development in nature and society. Therefore, there is reason to talk about a certain logic of external and internal transformations ("shifts", "metamorphoses", etc.) that take place in the depths of the domestic educational system and are implemented in the practical activities of all subjects involved in this system.

Statement of objectivity and causality of changes taking place in pedagogy; the understanding of its movement in historical space as evolution proceeding under the influence of certain determinants - evolution that is consistent and internally grounded - all this is of fundamental importance. Only this position, in fact, allows us to talk about the reality, expediency and scientific validity of forecasting in the field of pedagogy.

This is one side of the problem. There is another. Along with the logical consistency and determinism, the historical and pedagogical process, as the world experience shows, is imbued with surprises, all sorts of surprises, emergencies, that is, such "turns and turns" that do not follow directly and directly from the previous state of affairs. Some historians, both in the West and in Uzbekistan, expressed in this connection judgments about the stochastic nature of self-movement of educational and educational structures, pointed out the internal contradiction, the zigzag nature of this movement. Hence, the conclusion was drawn about the groundlessness, the actual futility of forecasting in pedagogy.

One cannot agree with such a conclusion. Even F. Engels emphasized that at a historical distance, it is not short-term "explosions", not transient "outbursts", not accidental metamorphoses, etc., but "long-term movements that cause great historical changes" are important. To investigate the reasons, he said, which, explicitly or implicitly, directly or indirectly, affect the development of events, the state of minds, that is, "are reflected in the form of

conscious impulses in the heads” of people - “means to embark on the only path leading to the knowledge of the laws prevailing in history in general ”5.

There are reasons to accept today as a starting point of view, according to which the self-movement of pedagogy in the historical space is a complex, internally contradictory process, where mosaicism coexists with integrity, deep with superficial, logical with emergent, discrete with constant and continuous. And this does not mean at all that pedagogical prognostics should be ignored, that there is no room left for it. Against. Since the objective and causal is, with this approach, the main component of the historical and pedagogical process (as mentioned above), since nomogenesis - as an expression of the internally lawful and logical - acts in this case as a basic substance that characterizes the process as a whole, insofar as pedagogical prognostics acquires complete the right to exist.

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