

THE DEVELOPMENT PATH OF MUSIC EDUCATION IN UZBEKISTAN AND ITS CURRENT CONDITIONS

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Abstract: This article analyzes the development of music education in Uzbekistan, including its historical processes, post-political situation, changes and reforms during the years of independence, and the current conditions for music lessons in general. The article examines the results of a survey conducted with more than 200 music teachers from general education schools in the Republic of Uzbekistan. It presents the current capabilities of schools and the conditions provided, the level of availability of textbooks, multimedia tools, and musical instruments in schools, the extent to which teachers can utilize new technologies and artificial intelligence capabilities, their openness to foreign experiences, and their opinions about the system.

Keywords: Music education, foreign experiences, artificial intelligence, musical activities, Jadids in music development.

Introduction. Uzbekistan possesses a long and vibrant musical tradition, with roots intertwined with the classical music and maqom tradition of the Great Silk Road, as well as the fusion of Central Asian classical music genres. During the Soviet era, the introduction of Western classical music, culture, genres, and musical instruments led to a close interweaving of both local and Western musical traditions, and the incorporation of this process into the education system. If we examine the historical and theoretical aspects of music education in Uzbekistan, the development of music education can be conditionally divided into 3 stages:

Stage 1: The Jadids played a crucial role in the development of the modern education system and music. The Jadid movement brought about social and cultural changes in Uzbekistan and other Turkic peoples in the late 19th and early 20th centuries. They strived to introduce innovations not only in the fields of education and science but also in art and music.

Stage 2: Educational Reforms During the Years of Independence.

Stage 3: The Education System in Modern Uzbekistan.[1]

Stage 1: A high degree of education and culture, along with genuine patriotism, enabled them not only to handle complex organizational work but also to develop new curricula and programs, as well as create textbooks for students of these schools. The Jadids strived to equip the younger generation with modern knowledge by implementing a new education system. This also influenced the process of musical education; through the introduction of a modern education system, young people gained the opportunity to acquire musical knowledge. The Jadids attempted to introduce new genres and styles into traditional music. They engaged in modernizing folk music, creating new compositions, and writing musical works.

Social issues: Jadid music often focused on illuminating social issues, with their works reflecting the problems of the time and the life and livelihood of the people. This deepened the meaning of music and enabled its use as an important medium in society.

Musical ensembles: During the Jadid period, new musical ensembles and groups were formed, which contributed to the popularization of music. While preserving folk musical traditions, they also introduced new styles.

Striving for modernity: The Jadids endeavored to develop folk music while incorporating contemporary music. They sought to express their thoughts through music, disseminate new ideas, and unite the people. Therefore, the role of the Jadids in the development of modern music in Uzbekistan is highly significant. They made substantial contributions not only to the advancement of musical art but also to social and cultural changes.



Stage 2: Reforms in the field of education during the years of independence are associated with increased attention to music and art. Today, the types of education in the Republic of Uzbekistan consist of the following stages:

- preschool education and upbringing;
- general secondary and secondary specialized education;
- vocational education;
- higher education;
- postgraduate education;
- retraining and professional development of personnel;
- extracurricular education. [2]

A number of our scholars have written scientific works, methodological manuals, and scientific articles on teaching music in general education schools, which also provide insights into what students are taught in music literacy lessons. In particular: "The main goal of teaching music in school is to develop musical culture in students and to raise them as well-rounded individuals who meet the demands of the time."

Stage 3: The education system in New Uzbekistan is characterized by measures to further accelerate its development. Notably, there are networks of specialized music schools, and Article 14 of the updated Law "On Education" dated September 23, 2020, also includes a clause on organizing "extracurricular education" [3]. These schools provide children with more intensive music education and further develop their musical abilities. In these schools, attention is given to both traditional Uzbek and Western classical music. At the professional education level, students can study at music lyceums, pedagogical institutes, and conservatories, where they study performance, composition, and music theory. The curricula of music schools, pedagogical institutes, institutes of culture and art, and the State Conservatory of Uzbekistan include classes in both traditional Uzbek and Western classical music. Students learn to professionally play both Uzbek national instruments and Western instruments.[3]

Methods. The music and art sphere of Uzbekistan is closely intertwined with the country's cultural festivities, national holidays, and public events. Students frequently participate in programs and competitions showcasing traditional music. Institutions such as the State Philharmonic of Uzbekistan and various cultural centers play a crucial role in popularizing music education and creating performance opportunities for students.

An anonymous survey was conducted via Google Forms to assess the current state of general education schools in Uzbekistan and gather teachers' opinions about the system. According to the survey results: 215 respondents from 12 regions and 1 autonomous republic participated in this survey (Figure 1). Of these, 56% of respondents teach music in general education schools, 13.5% are teachers at specialized music and art schools, and 11.2% are instructors in the field of music education at higher educational institutions. The remaining 18.1% of participants voluntarily shared their experiences and opinions on the development of this field. (Figure 2)



1-figure.



Sizning hozirgi lavozimingiz qanday?

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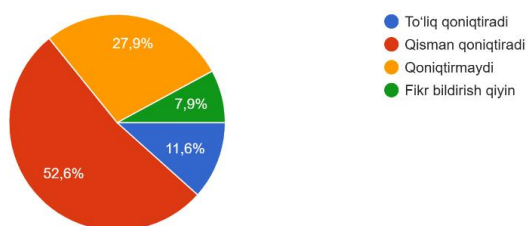


2-figure.

According to the survey results, when asked "Are you satisfied with the conditions in general secondary education schools?," 11.6% of the participating respondents answered that they are fully satisfied. More than 50% of respondents indicated that they are partially satisfied with this question, while 27% of respondents stated that they are not satisfied at all, and 7.9% of respondents found it difficult to express an opinion. (Figure 3)

1. O'zbekiston maktablarida musiqa darslarining hozirgi holati sizni qoniqtiradimi?

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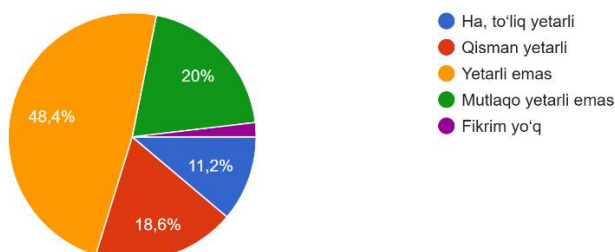


3-rasm

In response to the question of whether the time allocated for music lessons in general secondary schools is sufficient, 68.4% of respondents answered "not at all sufficient." (Figure 4)

4. Sizningcha, umumiy o'rta ta'lim maktablarida musiqa darslariga ajratilgan vaqt yetarlimi?

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4-figure.

Conclusions and results. The main objectives of teaching music lessons in school are as follows:
- increasing students' interest in and love for the art of music;



- developing students' musical abilities, musical literacy, vocal skills, attention, and creative feelings through musical activities;
- providing moral and aesthetic education through the artistic and ideological content of musical works;
- guiding students towards vocations in music lessons, fostering love for work, nature, and the Motherland, respect for elders, and a sense of honor towards the young."

Education in Uzbekistan has focused more on standardized tests and literacy and mathematical skills. Unfortunately, despite the emphasis on literacy in Uzbekistan, reading activities in schools are not strongly encouraged. Literacy centers and cafes and restaurants are typical places to visit, rather than public libraries. Additionally, although Uzbekistan strives to promote the idea of cultural diversity and acceptance of different ethnic groups' traditions, these cultural aspects are not taught in school lessons.

Uzbekistan and other countries wishing to develop their education systems must first invest in teachers' qualifications and competencies. This can be achieved through various projects and programs that encourage choosing teaching as a respected profession. After training qualified teachers, schools can be given autonomy in curriculum and assessment to ensure students receive consistent educational standards.

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