

Principles and Stages of the Process of Musical Education of an Individual

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Abstract - The article discusses ways to increase the effectiveness of musical and aesthetic education. The principles of the unity of musical education and the general artistic and aesthetic development of the individual are analyzed.

Keywords - Education, National Culture, Aesthetics, Vocational Training, Personality, Arts.

Uzbekistan is considered one of the centers of human civilization, a country with a developed historical past. Since ancient times, various types of arts, including music, have developed in Uzbekistan.

The main goal of musical education is to develop the interest and abilities of the younger generation in music and various types of art, increase the social activity of young citizens of the country, educate them in a spirit of respect for the traditions of our people and national values, comprehensive harmonious development, and improvement of their spiritual and educational level.

The effectiveness of musical and aesthetic education largely depends on the correct understanding of the specifics of musical art as a social phenomenon, on the ability of teachers to show this specificity and take it into account in practical teaching.

The formal (external) structure of the organization of musical education is determined by the principles - theoretical ideas on which the content of the process of musical education is based.

The principle of the connection of musical education with national culture. In the conditions of development of

any state, processes of revival and development of national culture are taking place. It has its roots in ancient times and has unique specific features that are characteristic only for a particular nation. The process of musical education of youth in the context of modern national educational policy should be subordinate to the main goals of the development of national culture. But this does not mean that the content of national musical education should not take into account the best examples of world musical culture and the characteristics of foreign educational systems.

The principle of the unity of musical education and the general artistic and aesthetic development of the individual. Adults and children are constantly faced with aesthetic phenomena. In the sphere of spiritual life, everyday work, communication with art and nature, in everyday life, in interpersonal communication, everywhere the main aesthetic categories - beautiful and ugly, tragic and comic - play an important role.

In society, in particular in Uzbekistan, one cannot talk about the harmonious development of a person without aesthetic ideals, aesthetic development and artistic education, without the ability to bring quality closer to artistic and aesthetic perfection. Musical education as an

objective and subjective process should take place in close connection with other areas of educational work, which in their content provide for the formation of an aesthetic attitude to the world.

The principle of inter-subject communications. In the implementation of the system of aesthetic education in general in traditional Russian pedagogy, there is a concept of the complex influence of art on the individual. The system of aesthetic education is built in such a way that various forms of art constantly interact in the process of influencing the personality. This is the basis for the need for close interdisciplinary relations in the process of teaching musical art. Each of them enhances the influence of the other due to the specificity of the language and the originality of artistic representations. Musical education is an organic part, a kind of additional function of any kind of education.

Equally important is the principle of the connection of musical education with life. The peculiarity of this principle is that the splendor of musical art and life has an effective educational influence only when a person has learned to define, understand and feel the artistic and aesthetic phenomena in life, to penetrate into their essence.

In the process of organizing practical educational work, a necessary condition is the principle of combining lesson, extracurricular activities and the organized influence of musical art through the media. In the curriculum, subjects of the musical cycle have such a number of hours that are enough to assimilate only basic professional knowledge. Therefore, the educational process can only give direction, determine the tasks of professional musical training.

But in the field of musical education, it is necessary to take into account, organize and analyze the entire stream of artistic information that flows to the individual through various channels. Therefore, it is important to achieve unity in the classroom and extracurricular forms of organizing musical education in schools in Uzbekistan. The obligation of this requirement is maintained for any number of training hours that are allocated to vocational training in the curriculum.

Specific in music education is the principle of combining practical musical activity and amateur performance. It acquires special significance in the conditions of elementary musical education and training, although in the professional training of musicians, adherence to this principle significantly expands the possibilities of developing creative abilities and practical skills in musical performance.

Like any educational process, musical education has its own stages, which determine the level of musical upbringing and personality formation in a certain period or period of time. Each stage has its own goal and substantial components that determine the forms of organization, means and methods of musical education.

The first stage is the recognition of the basic musical and aesthetic concepts, the historical experience of the formation and development of musical art, its role in public life and the life of an individual. The substantive components of musical education at this stage are the development of a general musical and aesthetic erudition of the individual, the provision of elementary knowledge in the field of musical and related arts. For this, the means and methods of mass attraction of an individual to acquaintance with musical phenomena are used. In the procedural plan, this is the organization of visiting music concerts, listening to musical works, studying the history of musical art, its specific impact on the development of human civilization.

The second stage is the formation of an evaluative-critical attitude to the phenomena of musical and adjacent forms of art. The basis for the content of musical education of a person at this stage is the formation of a person's personal attitude to the phenomena of musical art and the development of habits of independent (amateur) musical creativity.

As means and methods of musical education, actions are applied related to the selection of the most beloved musical works for the individual, their analysis with the aim of developing personal musical and aesthetic advantages, which are based on the emotional adequacy of the perception of the musical work, the validity of value judgments.

The third stage is the formation of musical and aesthetic views and beliefs, built on priority universal human and artistic and aesthetic values. The process of musical education at this stage is crucial for the formation of personality. Its substantive components are those that give the ability not only to show a value-analytical attitude to musical phenomena, but also to clearly dissociate anti-artistic, anti-aesthetic musical works and manifestations of such musical creativity.

Means and methods here are those based on not only the perception of musical phenomena, but also practical musical and creative activity.

At this stage, musical education is carried out with the involvement of the individual in active musical and creative

activity, where she selectively refers to the formation of her performing repertoire according to personal musical and aesthetic beliefs.

The fourth stage is the formation of a musical-creative and artistic-aesthetic orientation of the personality, capable of creating new musical works and samples of musical-aesthetic culture. At this stage, the content of musical education is aimed at completing the musical and aesthetic formation of the personality. It is implemented in the conditions of professional training of a musician.

Means and methods of educational work are aimed at creating the individual's need for musical creativity, the need to improve performing skills, the creation of new musical works, interpretations, the desire to create a world of vibrant artistic and aesthetic images and experiences.

It should be noted that in order to develop national musical art as an important means of educating young people in the spirit of love for the motherland, fidelity to the ideas of independence, respect for national traditions and values, various creative forums, festivals and competitions of republican significance are held in Uzbekistan.

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