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ОСНОВНЫЕ ЧЕРТЫ МУЗЫКАЛЬНОЙ ПЕДАГОГИКИ

Аннотация: В данной статье рассматриваются основные особенности музыкальной педагогики.

Ключевые слова: музыка, педагогика, метод, методика, музыкальное образование

MAIN FEATURES OF MUSICAL PEDAGOGY

Abstract: This article examines the main features of music pedagogy.

Key words: music, pedagogy, method, technique, music education

Music Pedagogy is a branch of pedagogical science (pedagogical discipline), engaged in the transfer of the entire complex of musicological knowledge to students, the study and development of the most effective ways, methods, forms of organization and methods of musical education and upbringing, as well as the formation and development of creative skills, experience and practical skills in various fields of musical art.

The object of musical pedagogy is the process of musical education and upbringing of a personality, and its subject should be considered the totality of all forms of organization, methods, means and other material and intangible attributes of musical education and upbringing, which add up to a holistic, unified complex of professional training and the formation of a musician's personality.

Musical pedagogy should be distinguished from individual methods of musical education and upbringing, since it is precisely a complex, holistic science, the content of which is aimed not only at developing individual musical abilities of a person and forming his knowledge, skills, and skills in the industry that the musician will choose, but and on the formation of his personality as a whole.
Musical education is the process of transferring and assimilating musical knowledge, skills and abilities provided by the curriculum. Musical education is aimed at mastering such knowledge, skills and abilities of practical musical and aesthetic activities that would correspond to a certain level of musical education. Musical education is carried out by both state institutions and non-state, or private institutions, as well as individuals. In accordance with this, musical education is divided into amateur (non-professional) and professional.

Musical education is the process of transferring and assimilating musical knowledge, skills and abilities aimed at developing and shaping musical inclinations, abilities, taste, ideals that inspire a person for practical musical and aesthetic activity. Musical education in a general pedagogical context refers to the system of compulsory educational work of a modern general education school. According to the legislative acts of many countries on education, musical education of students is implemented at school in music lessons and is included in the state (invariant) component of the content of general secondary education.

The forms of organization of musical education and upbringing are the external characteristics of the musical educational process, which are predetermined by the types and nature of the musical and aesthetic activity of its participants. These are practical classes (lessons), concerts, lectures, festivals, competitions, excursions, etc. General methods of musical education and upbringing are interactions between participants in the musical educational process, during which the transfer and assimilation of musical knowledge, skills, and practical musical activities and the development of personal musical and aesthetic qualities.

It is characteristic that in classical pedagogical science the categories of teaching and upbringing have their own characteristics, therefore, the definition of methods of musical training and upbringing has its own specifics, due to the complex creative nature of the educational process.
Musical pedagogy is a branch of pedagogical science (general pedagogy) that studies the features of education, training and education by means of musical art. The process of musical education and personal upbringing has a concrete historical character and takes place in accordance with the basic laws of the development of general pedagogy.

The sources for studying musical pedagogy are:

1. Musical and pedagogical experience of the past. These are institutions for the creation, accumulation and preservation of samples of musical phenomena in the history of the development of artistic culture. This should include the creative heritage of figures of musical culture, which includes the best examples of musical works, performing skills, the results of social, educational and musical pedagogical activities.

2. Contemporary musical pedagogical phenomena and research. This is, first of all, the experience of practical activities of musical educational institutions for the education and training of professional musicians, individual creative schools and private methods of musical education and upbringing.

3. Advanced scientific musical and pedagogical experience. This refers to the study and generalization of the results of scientific and experimental work of researchers in search of the most effective technologies and optimization of musical training and education. These are the results of research of research institutes, laboratories, scientists working on the improvement and improvement of solutions to the problems of musical education and upbringing.

Musical pedagogy, as a branch of pedagogical science, has its own basic theoretical concepts - categories.

Musical pedagogy, as a branch of pedagogical science, has its own basic theoretical concepts - categories. These categories define its theoretical basis, taking into account the specifics of the music industry:

Music education is a process and result of mastering musical knowledge, abilities and skills, which indicates the appropriate level of mastering musical
phenomena in the analytical-theoretical or practical performing aspects. Music education functions in the dialectical interaction of institutions for creating and accumulating the musical experience of society with the processes of transferring and assimilating this experience by future music specialists. Music education is regulated by the relevant legislative acts of the state, which determine its content and basic principles.

The laws of music education are objective reasons that characterize the essential connection between social and musical phenomena or processes, without which it is impossible to effectively implement musical education and upbringing. These include:

• correspondence of the content of musical education and upbringing to the level of development of the musical culture of modern society;
• dependence of the process of musical education and upbringing on the economic conditions for ensuring the development of the national music industry;
• orientation of the content of musical education and upbringing to the national musical tradition.

**Literature:**

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