
Theoretical Principles of Aesthetic Education of Students Based on the Music of Makom Instruments

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Abstract: In this article, there is a scientific discussion about the importance and theoretical-practical foundations of Maqom art in the education of our future students.

Keywords: Educational system, music culture, Status art, aesthetics, Development strategy, tradition.

Introduction.

Since ancient times, the Uzbek people have occupied a special place with their rich national and cultural values, traditions, and their great contribution to world culture. The fact that the whole world recognizes the rich musical heritage created by the Uzbek people in the development of world culture and art is a worthy assessment of our nation's long past history and present day.

Fundamental reforms in the continuous education system of our republic began in 2017. From the same year, work towards the final result at all levels of the education system, ensure the competitiveness of specialist personnel being trained in higher education, increase the potential of pedagogic personnel at all stages of the education system, improve the material and technical base of educational institutions, strengthening, provision of educational laboratories, science offices, provision of education with improved educational literature was put on the agenda as a priority task.

In particular, the Decree of the President of the Republic of Uzbekistan "On the Development Strategy of New Uzbekistan for 2022-2026" specifies the need to pay great attention to the development of education¹. The intensification of integrative and innovative processes has set itself the task of educating a well-rounded person who is qualified and professionally formed in music education. This, in turn, requires providing music education with new teaching methods, high-quality repertoire, educational literature, teachers to find, polish and learn performance traditions.

The head of our state said, "As we aim to turn Uzbekistan into a developed country, we can achieve this only through rapid reforms, science and innovation. For this, first of all, we need to educate new generation personnel who will be proactive reformers, who will think strategically, and who will be educated and qualified"².

Therefore, the aesthetic education of students with the help of Maqom musical tunes, raising education to a new level of quality, remains directly dependent on the effectiveness of its teaching.

¹ Decree of the President of the Republic of Uzbekistan No. PF-60 dated 28.01.2022 "On the Development Strategy of New Uzbekistan for 2022-2026". EL address: <https://lex.uz/docs/5841063>

² Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis. December 29, 2020. Email address: www.lex.uz

Principles And Problems Of Music Education

Michael Houlahan, Philip Tacka



Principles And Problems Of Music Education:

Principles and Problems of Music Education Thomas A. Regelski,1975 Principles and Problems of Music Education Thomas A. Regelski,1975 Foundations and Principles of Music Education: Second Edition Charles Leonhard; Robert W. House,1972 *Principles and Problems of Music Education* Thomas A. Regelski,1975 Praxial Music Education David J Elliott,2009-01-06 Praxial Music Education is a collection of essays by nineteen internationally recognized scholars in music education Each essay offers critical reflections on a key topic in contemporary music education The starting point of each essay and the unifying thread of this collection is the praxial philosophy of music education explained in Elliott s Music Matters A New Philosophy of Music Education OUP 1995 This philosophy argues for a socially and artistically grounded concept of music and music education challenging the field s traditional absolutist foundations Praxial Music Education is both a critical companion to Music Matters and an independent text on contemporary issues in music education Among the themes discussed are multicultural music education the nature of musical understanding early childhood music education the nature and teaching of music listening music curriculum development and musical creativity Praxial music education is a living theory This unique collection will not only enrich discussions that already use Music Matters as their core but will globalize current discussions and applications of the praxial philosophy and emphasize the positive and practical values of collaborative efforts in music education **Critical Essays in Music Education** MarveleneC. Moore,2017-07-05 This volume of essays references traditional and contemporary thought on theory and practice in music education for all age groups from the very young to the elderly The material spans a broad range of subject areas from history and philosophy to art and music and addresses issues such as curriculum pedagogy assessment and evaluation as well as current issues in technology and performance standards Written by leading researchers and educators from diverse countries and cultures this selection of previously published articles research studies and book chapters is representative of the most frequently discussed and debated topics in the profession This volume which documents the importance of lifelong learning is an indispensable reference work for specialists in the field of music education *The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education* David J. Elliott,Marissa Silverman,Gary E. McPherson,2019-07-01 The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education offers global comprehensive and critical perspectives on a wide range of conceptual and practical issues in music education assessment evaluation and feedback as these apply to various forms of music education within schools and communities The central aims of this Handbook focus on broadening and deepening readers understandings of and critical thinking about the problems opportunities spaces and places concepts and practical strategies that music educators and community music facilitators employ develop and deploy to improve various aspects of music teaching and learning around the world *Response to Music* J. Brocklehurst,1971 Fundamental Principles of Music Education Robert Foresman,1920 Official Report of the ... Annual Meeting of the

New York State Music Teachers' Association New York State Music Teachers' Association,1909 **A History of Music Education in the United States** James A. Keene,2009 Keene provides a detailed account of music instruction in colonial and nationalized America from the 1600s to the end of the 1960s Music **The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 2** Timothy Brophy,2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook s first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook s second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field

Music Education Robert Walker,2007 This is an important work that addresses the complex issues surrounding musical meaning and experience and the Western traditional justification for including music in education The chapters in this volume examine the important subjects of tradition innovation social change the music curriculum music in the twentieth century social strata culture and music education psychology science and music education including musical values and education Additional topics include the origins of mania aesthetics and musical meaning related to concepts that are well known to the ancient Greeks and Romans which are compared to contemporary life The rise of studies of musical behavior by social psychologists has been an important feature for the last two decades and the relevance of this development to music education is explored Articulating the difference between education and entertainment has been central to discussions and debates about the role of music in education since Plato and Aristotle first examined the problem Many of the questions and issues raised by these two Greek philosophers in ancient Greece about the nature of music and its role in education are highly relevant today and these are examined in the context of the twenty first century The writer stresses that music is a product of specific cultural ways of thinking and doing and its inclusion in education can only be justified in terms of the importance a particular culture places on its music as a valued art form The implications for music education are that those teaching music should focus in the ways musicians employ special cultural ways of thinking in their compositions and

performance practices whatever the genre Contains 28 illustrations and 2 tables *Zoltan Kodaly* Michael Houlahan, Philip Tacka, 2019-06-11 First Published in 1998 This book serves as the key to study of Kodaly for an English speaking audience The volume presents a biographical outline a catalog of his compositions according to genre and over 1 400 annotated primary and secondary sources Three indexes cover listings by author and title Kodaly s compositions and proper names Primary sources include Kodaly s own essays articles lectures on folk music and art music letters and other documents and his folk music collections and facsimiles Secondary sources include biographical and historical studies theoretic analytic stylistic and aesthetic studies of his music discussions of folk music influences and art music influences studies of his compositional process and discussions of the Kodaly concept Doctoral dissertations and Masters theses pertaining to Kodaly are included in this guide This annotated topically organized book is the first to draw together the most important primary and secondary bibliographic sources that cover his varied activities as composer ethnomusicologist linguist and educator

Democracy and Music Education Paul Woodford, 2005 Counterpoints Music and Education Estelle R Jorgensen editor

The Sage Handbook of School Music Education José Luis Aróstegui, Catharina Christophersen, Jeananne Nichols, Koji Matsunobu, 2024-09-27 The Sage Handbook of School Music Education stands as an essential guide for navigating the evolving educational landscape in the wake of the 2008 financial crisis and the transformative impact of the COVID 19 pandemic The handbook addresses philosophical foundations social justice challenges the envisioning of a transformative curriculum and critical issues in music teacher education Written by a diverse team of leading scholars this handbook offers a truly global perspective with contributors from Africa Asia Australasia Europe and North and South America The handbook engages with the profound interplay of economic political and social forces that shape educational policies Scholars within this collaborative work delve into what it means to educate in a world undergoing significant changes This entails an exploration of emerging educational approaches considerations for societal implications and the interconnectedness of school music education with broader curricular and global contexts As a cohesive resource The Sage Handbook of School Music Education not only addresses the challenges faced by educators but also envisions the transformative potential of music education in fostering creativity inclusivity and adaptability This handbook serves as a compass for students practitioners and scholars in the field and all those passionate about navigating the complexities of redefining music education for a new era Part 1 Foundations Part 2 Struggling for Social Justice Through Music Education Part 3 Curriculum Development Part 4 Teacher Education *The Oxford Handbook of Music Education, Volume 2* Gary McPherson, Graham Welch, 2012-07-15 Music education takes place in many contexts both formal and informal Be it in a school or music studio while making music with friends or family or even while travelling in a car walking through a shopping mall or watching television our myriad sonic experiences accumulate from the earliest months of life to foster our facility for making sense of the sound worlds in which we live The Oxford Handbook of Music Education offers a comprehensive overview of the many facets of musical

experience behavior and development in relation to this diverse variety of contexts While the first volume primarily focuses on children during school age years this second collects an international list of contributors to explore how music learning takes place outside of the traditional classroom environment Discussing a range of issues such as music education for the special needs population music learning in adulthood and music learning through media and technology these chapters help to broaden conceptions of music and musical involvement Whether they are used individually or in tandem the two volumes of The Oxford Handbook of Music Education update and redefine the discipline and show how individuals across the world learn enjoy and share the power and uniqueness of music

UCLA Summer Sessions University of California, Los Angeles, 1918

Register of the University of California University of California (1868-1952), 1931

Globalizing Music Education Alexandra Kertz-Welzel, 2018-02-26 How do globalization and internationalization impact music education around the world By acknowledging different cultural values and priorities Alexandra Kertz Welzel's vision challenges the current state of international music education and higher education which has been dominated by English language scholarship Her framework utilizes an interdisciplinary approach and emphasizes the need for developing a pluralistic mode of thinking while underlining shared foundations and goals She explores issues of educational transfer differences in academic discourses worldwide and the concept of the global mindset to help facilitate much needed transformations in global music education This thinking and research she argues provides a means for better understanding global transfers of knowledge and ways to avoid culturally and linguistically hegemonic standards *Globalizing Music Education A Framework* is a timely call to action for a more conscious internationalization of music education in which everyone can play a part

Whispering the Secrets of Language: An Emotional Journey through **Principles And Problems Of Music Education**

In a digitally-driven earth wherever displays reign great and instant conversation drowns out the subtleties of language, the profound strategies and psychological nuances hidden within words often go unheard. Yet, located within the pages of **Principles And Problems Of Music Education** a captivating fictional treasure pulsing with fresh emotions, lies a fantastic quest waiting to be undertaken. Penned by an experienced wordsmith, this wonderful opus invites viewers on an introspective journey, lightly unraveling the veiled truths and profound influence resonating within the very fabric of every word. Within the mental depths with this touching review, we shall embark upon a genuine exploration of the book's core themes, dissect its captivating writing type, and succumb to the powerful resonance it evokes heavy within the recesses of readers' hearts.

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Table of Contents Principles And Problems Of Music Education

1. Understanding the eBook Principles And Problems Of Music Education
 - The Rise of Digital Reading Principles And Problems Of Music Education
 - Advantages of eBooks Over Traditional Books
2. Identifying Principles And Problems Of Music Education
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Principles And Problems Of Music Education
 - User-Friendly Interface
4. Exploring eBook Recommendations from Principles And Problems Of Music Education

- Personalized Recommendations
- Principles And Problems Of Music Education User Reviews and Ratings
- Principles And Problems Of Music Education and Bestseller Lists
- 5. Accessing Principles And Problems Of Music Education Free and Paid eBooks
 - Principles And Problems Of Music Education Public Domain eBooks
 - Principles And Problems Of Music Education eBook Subscription Services
 - Principles And Problems Of Music Education Budget-Friendly Options
- 6. Navigating Principles And Problems Of Music Education eBook Formats
 - ePub, PDF, MOBI, and More
 - Principles And Problems Of Music Education Compatibility with Devices
 - Principles And Problems Of Music Education Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Principles And Problems Of Music Education
 - Highlighting and Note-Taking Principles And Problems Of Music Education
 - Interactive Elements Principles And Problems Of Music Education
- 8. Staying Engaged with Principles And Problems Of Music Education
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Principles And Problems Of Music Education
- 9. Balancing eBooks and Physical Books Principles And Problems Of Music Education
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Principles And Problems Of Music Education
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Principles And Problems Of Music Education
 - Setting Reading Goals Principles And Problems Of Music Education
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Principles And Problems Of Music Education

- Fact-Checking eBook Content of Principles And Problems Of Music Education
- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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