

COMPARATIVE ANALYSIS OF ORGANIZING MUSIC LESSONS IN GENERAL SECONDARY EDUCATION SCHOOLS OF UZBEKISTAN AND FINLAND

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Abstract: This article compares and analyzes the processes of organizing music lessons in general secondary schools of Uzbekistan and Finland, examining the main aspects of teaching, methodological approaches, lesson content, and pedagogical conditions. Additionally, the possibilities of utilizing the Finnish experience to enhance the effectiveness of music education in Uzbekistan are explored.

Keywords: music education, Finnish experience, Uzbekistan schools, teaching methodology, comparative analysis, pedagogical conditions, curricula and textbooks.

Music education plays a significant role in shaping an individual's aesthetic taste, creative thinking, and cultural awareness. Music expresses human emotions, dreams, and desires in a unique artistic language and has a strong impact on one's emotional state. Music is both a science and an art. In today's era of globalization, the need to study advanced foreign experiences and implement them into the national education system is growing rapidly. The Finnish education system, particularly its approaches to teaching music, can serve as a model for many countries. In particular, the international PISA program, which assesses students' knowledge, highlights the Finnish and Estonian education systems for achieving some of the highest results among foreign countries. As part of the scientific research, the Finnish education system was analyzed, and the pedagogical conditions of Uzbekistan's education system were examined in order to apply relevant aspects of this experience. Improving and developing the quality of education in our country is considered a matter of state policy.

In particular, numerous decisions are being made to consistently enhance the fields of art and culture, improve music education, ensure the adequate preparation of specialists, study foreign experiences, apply them in the educational process, and increase the qualifications of teachers. Notably, several important legislative and strategic documents have been adopted in this regard, including:

Presidential Decree No. PR-2435 dated November 20, 2015, "On the State Program for Further Improvement of Children's Music and Art Schools for 2016–2020"; Presidential Decree No. PD-5847 dated October 8, 2019; The Law of the Republic of Uzbekistan No. LRU-668 dated January 20, 2021, "On Cultural Activities and Cultural Organizations"; Presidential Decree No. PR-112 dated February 2, 2022, "On Additional Measures for the Further Development of Culture and the Arts". The State Program for the implementation of the Development Strategy of New Uzbekistan for 2022–2026 under the theme "Year of Honoring Human Dignity and Active Mahalla". These documents outline recommendations for further reforms in the field of music and the arts. This article analyzes how music lessons are organized in schools in Uzbekistan and Finland, comparing their similarities and differences. The advantages and disadvantages of each approach are also examined. Music Lessons in Uzbekistan: Current Situation and Approaches. In schools across Uzbekistan, music is taught for one hour per week. These lessons are mainly focused on folk songs, the works of composers, musical literacy (note reading), and vocal performance. However, due to a lack of technical equipment in many

schools and limited use of modern teaching methods by educators, lessons often remain mostly theoretical in nature. Through music education, students in early grades can develop the following skills:

1. Intellectual development – Music fosters logical and creative thinking, and positively influences mathematical ability and language learning.
2. Social skills – Group singing or playing musical instruments together develops cooperation, communication, and mutual respect among children.
3. Creative thinking – Music education expands students' imagination and helps them discover their own means of expression.
4. Emotional development – Music aids in mood regulation and helps reduce stress and anxiety.
5. Understanding of cultural heritage – Music enhances awareness of both national and world cultures, helping to shape a sense of national identity.
6. Improved listening and memory skills – Music activities increase auditory sensitivity, concentration, and memory retention.
7. Discipline and perseverance – Learning to play instruments and practicing regularly builds patience and a strong work ethic.

Music Lessons in Finland: A Modern and Creative Approach. Music education in Finland is centered around creativity and hands-on practice. Every student is involved in creating music, singing in groups, or editing audio using digital technologies. The curriculum is flexible, allowing schools to choose

Comparison table

Criteria	Uzbekistan	Finland
Number of lessons	1 hour per week	1–2 hours per week
Basic approach	Theoretical	Practical and creative
Technologies	Rarely used	Digital technologies are widely used
Instruments	National instruments	Various modern and folk instruments
Assessment	Traditional	Portfolio-based
Teacher's role	Educational	Guided and collaborative

The Finnish experience demonstrates that music education becomes more effective when it is not limited to theory but is oriented toward creative and practical activities. In the context of Uzbekistan, the following recommendations are considered relevant:

1. Increasing the amount of time allocated to music education;
2. Enhancing teachers' qualifications in modern methodologies and technologies;
3. Improving the provision of musical instruments and technical equipment (computers, audio software) in schools;
4. Expanding opportunities for music teachers to participate in exchange programs in Finland.

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