ziyoev «Sonlıqtanda biz jaslardı kórkem ónerge sonıń ishinde kino tarawın rawajlandırıw ushın ele de kóbirek bilim alıwına imkaniyatlar jaratıp beriwimiz kerek» dep atap kórsetken edi.

Ádebiyatlar

1. Sh.M.Mirziyoev (pravda vostoka) Ukaz Prezidenta Uzbekistana №164(14934) 8-aprel` 2021 g.
2. Teshebay Bayandiev. «Quwatbay Abdireimov» Qaraqalpaqstan baspası. 9 b. 198-j.
3. Рамил Павлович Соболев «Как кино стало исскуством» Изд.во Мистетство Киев, Свердлова с. 19. 7 1975 г.
4. Республиканский архив Республики Каракалпакстан 141/621.12.1990 офис №1 дело №28 Каракалпакское линия по кинофикации и кинофильмы.
5. Ustaz jolı 52(337)18.12.2004. 3 b.
6. M.Yusupbaev «Dala jazıwları» İnformator №3 Talasbay Abdireimov 20-12- 2023 j.

REZYUME. Maqolada qoraqalpoq kino sohasinda hujjatli filmlarning shakllanishi, birinchi qoraqalpoq hujjatli filmlarining olinishi tarixi haqida so‘z etiladi. Tolasbay Abdireimovning qoraqalpoq kinosiga qo‘shgan mehnati, uning umr yo‘li va kasbiy tajriybasi haqida so‘z etiladi.

РЕЗЮМЕ. В статье рассказывается о становлении документальных фильмов в области Каракалпакского кино, об истории создания первых каракалпакских документальных фильмов. Рассказывается о вкладе толасбая Абдиреимова в каракалпакское кино, его жизненном пути и профессиональном опыте.

SUMMARY. The article tells about the formation of documentaries in the field of Karakalpak cinema, about the history of the creation of the first Karakalpak documentaries. It tells about Tolasbai Abdireimov's contribution to the Karakalpak cinema, his life path and professional experience

SOME CHALLENGES AND SOLUTIONS OF MUSIC PEDAGOGY

K.Zaretdinov – *associate professor*
Nukus branch of Uzbekistan State Institute of Arts and Culture

Tayanch so‘zlar: turli xil ta'lim uslublari, cheklangan resurslar, nazariya va amaliyot, o‘quvchilar motivatsiyasi, yangi texnologiyalar, inklyuzivlik, xilma-xillik, baholash va baholash, boshqa o‘qituvchilar bilan hamkorlik, musiqa ta'limi targ‘iboti.

Ключевые слова: разнообразные стили обучения, ограниченные ресурсы, теория и практика, мотивация учащихся, новые технологии, инклюзивность, разнообразие, оценивание и оценивание, сотрудничество с другими педагогами, пропаганда музыкального образования.

Key words: diverse learning styles, limited resources, theory and practice, motivating students, new technologies, inclusivity, diversity, assessing and evaluating, collaborating with other educators, advocating for music education.

Music education is a vital component of a well-rounded education, yet it comes with its own unique set of challenges for educators. From diverse learning styles to limited resources, music teachers must navigate a variety of obstacles in order to provide a comprehensive and enriching learning experience for their students.

One of the primary challenges in music pedagogy is accommodating diverse learning styles. Students have different ways of processing and retaining information, and it can be difficult for educators to effectively reach each individual. Some students may excel in auditory learning, while others may thrive in visual or kinesthetic learning environments [2, 31-32]. Music teachers must find creative and inclusive ways to engage all types of learners in their classroom.

Limited resources also pose a significant challenge for music educators. From instruments and sheet music to technology and recording equipment, the cost of providing a well-rounded music education can be prohibitive for many schools [7]. Teachers must find innovative ways to work within these limitations and provide meaningful musical experiences for their students.

Balancing theory and practice is another challenge in music pedagogy. While it is important for students to have a solid understanding of music theory, it is equally important for them to have opportunities to apply that knowledge through performance and

composition. Finding the right balance between these two aspects of music education can be a complex task for educators.

Motivating students to engage with music can also be a challenge. In an age of constant technological distractions it can be difficult to capture the attention and interest of students in the classroom. Music teachers must find ways to connect with their students and inspire them to develop a passion for music.

New technologies present both opportunities and challenges for music educators [8]. While technology can enhance the learning experience and provide new avenues for creativity, it also requires teachers to adapt and learn new skills in order to effectively integrate it into their curriculum.

Inclusivity and diversity are important considerations in music education. Teachers must create a welcoming and supportive environment for students from all backgrounds and abilities, and ensure that their curriculum reflects a diverse range of musical styles and traditions.

Assessing and evaluating student progress in music can be a complex task, particularly when considering the diverse nature of musical abilities and skills. Music teachers must find ways to effectively measure and track student growth while also providing constructive feedback and support.

Collaborating with other educators is essential for music teachers, particularly in schools where resources may be limited. By working with colleagues in other subject areas, music educators can find ways to integrate music into interdisciplinary lessons and create meaningful connections between different areas of study.

Finally, advocating for music education is an ongoing challenge for educators. In a climate of budget cuts and shifting priorities, music programs are often at risk of being reduced or eliminated. Music teachers must actively advocate for the importance of music education and its positive impact on students' overall academic success and personal development [6, 47-52].

Some ways of solving the challenges of music pedagogy include:

1.Collaboration and networking: Music educators can work together to share resources, ideas, and best practices, as well as build a supportive community to address common challenges.

2. Research and innovation: Teachers can stay informed about current research in music education and be open to trying new approaches and techniques to improve their teaching.

3. Flexibility and adaptability: Educators can be flexible in their teaching methods and adapt to the individual needs and interests of their students, as well as the changing landscape of music education.

4. Advocacy and communication: Teachers can communicate the value of music education to stakeholders and advocate for the resources and support needed to provide high-quality music instruction.

5. Reflective practice: Educators can regularly reflect on their teaching practices, seek feedback from colleagues and students, and make adjustments to improve their effectiveness as music teachers.

6. Professional development: Continued learning and growth through professional development opportunities can help music educators stay current with best practices and trends in music pedagogy.

7. Community engagement: Building partnerships with local arts organizations, musicians, and community members can provide valuable resources and support for music programs in schools [1, 57-66].

In conclusion, music pedagogy presents a variety of challenges for educators, from accommodating diverse learning styles to navigating limited resources and advocating for the importance of music education. By addressing these challenges with creativity, collaboration, and a commitment to inclusivity, music teachers can provide meaningful and enriching musical experiences for their students.

References:

1. Ghafar Maliknezhad (2019). The challenges of music education in Afghanistan. Central Asian Journal of Art Studies, 4 (3), 57-66.

2. Mansouri P. Fundamental theory of music. Tehran: Karname Publication, 2013. - P. 31 - 32.

3. Paynter, J. (1982) Music in the Secondary School Curriculum. Cambridge: Cambridge University Press.

4. Winters, M. (2012). The challenges of teaching composing. *British Journal of Music Education, 29*(1), 19-24. doi:10.1017/S0265051711000489

5. Заретдинов Караматдин Қурбанбаевич. «Миллий-мусиқа меросимизни билиш, тушунчаларини шакллантиришнинг бугунги аҳволи ва зарурияти». *Oriental Art and Culture* 3.4 (2022): 47-52.
6. Zaretdinov K. «Conditions for the formation of national-musical thinking of students in the activities of musical circles».
7. Zaretdinov K. «Getting students to know our national musical heritage is the current state and necessity of forming their concepts».

REZYUME. Ushbu maqolada musiqa pedagogikasi muammolari muhokama qilinadi. Musiqa pedagogikasi boshqa fanlarda uchramaydigan o‘ziga xos muammolarni keltirib chiqaradigan musiqani o‘qitishdir. Bu muammolar musiqa o‘qituvchilarining o‘z o‘quvchilariga samarali ta’lim berishda, o‘quvchilarning fanni o‘zlashtirib, muvaffaqiyat qozonishlarida qiyinchilik tug‘dirishi mumkin. Musiqa pedagogikasining asosiy muammolaridan ba'zilari mavhum tushunchalarni o‘rgatish, musiqiy ko‘nikmalarni rivojlantirish, turli xil ta'lim uslublarini moslashtirish, nazariya va amaliyotni muvozanatlash, dars vaqtining cheklanganligi, resurslarning cheklanganligi va individual ehtiyojlarni qondirishdir. Bu qiyinchiliklarni yengib o‘tish uchun musiqa o‘qituvchilari ijodkorlik, maqsadga yo‘naltirilganlik va o‘qitish usullariga moslashishlari kerak. Ushbu muammolarni hal qilish orqali musiqa o‘qituvchilari o‘z talabalari uchun ijobiy va boyituvchi ta'lim tajribasini yaratishlari mumkin.

РЕЗЮМЕ. В представленной статье рассматриваются проблемы музыкальной педагогики. Музыкальная педагогика – это преподавание музыки, которое ставит перед собой уникальные задачи, которых нет в других предметах. Эти проблемы могут мешать преподавателям музыки эффективно обучать своих учеников, а ученикам – учиться и добиваться успехов в этом предмете. Некоторые из основных задач музыкальной педагогики включают преподавание абстрактных концепций, развитие музыкальных навыков, учет различных стилей обучения, баланс теории и практики, ограниченное время занятий, нехватку ресурсов и удовлетворение индивидуальных потребностей. Чтобы преодолеть эти проблемы, преподаватели музыки должны быть творческими, целеустремленными и адаптируемыми в своих методах обучения. Решая эти проблемы, преподаватели музыки могут создать позитивный и обогащающий учебный опыт для своих учеников.

SUMMARY. The presented article deals with the challenges of music pedagogy. Music pedagogy is the teaching of music and it presents unique challenges that are not found in other subjects. These challenges can make it difficult for music educators to effectively teach their students and for students to learn and excel in the subject. Some of the main challenges of music pedagogy include teaching abstract concepts, developing musical skills, catering to different learning styles, balancing theory and practice, limited class time, lack of resources, and addressing individual needs. To overcome these challenges, music educators must be creative, dedicated, and adaptable in their teaching methods. By addressing these challenges, music educators can create a positive and enriching learning experience for their students.

BIBLIOGRAFIYA HÁM MÁDENIYAT

МӘЛИМЛЕМЕ - КИТАПХАНА МӘКЕМЕЛЕРИНДЕ ЭЛЕКТРОН РЕСУРСЛАРДЫ ҲУҚЫҚЫЙ ҚОРҒАЎДЫҢ АКТУАЛЬ МӘСЕЛЕЛЕРИ

Д.А.Айтымова - *үлкен оқытыўшы*
Өзбекстан мәмлекетлик көркем өнер ҳәм мәденият институты Нөкис филиалы

Таянч сўзлар: кутубхона, муаллиф, ҳуқуқ, электрон, ресурс, нусха, шартнома, қонун, интеллектуал, адабиёт, асар, мулътимедиа.
Ключевые слова: библиотека, автор, право, электронный, ресурс, копия, договор, право, интеллектуал, литература, произведение, мультимедиа.
Key words: library, author, law, electronic, resource, version, contract, intellectual, literature, copy, multimedia.

Авторлық ҳуқықының тийкарғы мақсети инсанның интеллектуал искерлигин қорғаў ҳәм ҳүрмет етиў болып есапланады. Электрон ресурсларды ҳуқықый қорғаў тек ғана жазылыў ямаса жәҳән мағлыўматлар базаларынан пайдаланыўға мүмкиншилик жаратыўда ғана емес, ал, локал ҳәм корпоратив тармақта өз электрон