



THE PLACE AND SIGNIFICANCE OF FOREIGN EXPERIENCE IN THE FIELD OF CULTURE AND ART EDUCATION IN OUR COUNTRY

Nosirova Muslimaxon Oybek qizi

Fergana State University

Faculty of Pedagogy, Psychology and Art Studies

"Music education and culture" department

Musical education, student of the 3st stage

Shahinabonu Shodiyeva Shoirjon qizi

Fergana State University

Faculty of Pedagogy, Psychology and Art Studies

"Music education and culture" department

Musical education, student of the 2st stage

Annotation: *In the article you will also get acquainted with the author's suggestions and recommendations on how to work in the field of culture and art education, what aspects of education in this field abroad, as well as how to apply it in practice. This article analyzes the role and importance of foreign experience in culture and art education in our country, the attention paid to this area in our country, the formation and development of culture and art education and reforms in this area using foreign experience.*

Key words: *height, awakening, group, semester, production, development, course, education, foreign, campus, culture, bachelor, practice, theory, society,*

Based on the Decree of the President of the Republic of Uzbekistan No. PF-6094 "On Approval of the Concept for the Development of the Cultural Sector until 2030" (May 3, 2021). The topic of the image of a leader in the field of culture and art is very relevant, since leadership in these areas is associated not only with professional qualifications, but also with personal qualities and image. In recent years, changes are being made in the field of culture and art education in our country, both in form and content. In foreign countries, all conditions have been created for the radical renewal of this sector. A number of laws, decrees, and decisions are being

adopted by our government to take examples from these aspects and to develop them based on national and foreign experiences¹ю

At the 2017 meeting with leaders of culture and art, President Shavkat Mirziyov said: "We should never forget one fact: if culture and art do not develop in our country, society will not develop. The level of development of our people is evaluated primarily according to our national culture. In this sense, culture is the image of our people and society. As we are starting to create a new image of Uzbekistan, we should start with the development of our national culture."²

Here, let's consider the analysis of foreign experience. The official websites, online platforms of Goldsmith University of Great Britain, Appalachian State University of the United States, Japan's University of Culture and Arts, the name of the relevant field, how to start the study, its duration, the number of students, places of examination, levels of teaching specialists, education methods of monitoring and controlling the process, types of the educational process, evaluation criteria of the educational process, content and duration of the educational process were studied in depth.

Our analysis showed that, firstly, the beginning of pre-higher education in almost all TOP-500 foreign universities today is 3 years, and their main goal is to prepare students for higher education, and secondly, the duration of the educational process is the only one of the universities that we analyzed, Goldsmith University of Great Britain in this direction study is 3 years. That is, during the period of 3 years of study before higher education, the student is focused on consolidating knowledge related to the field for 3 years, in 3 years of higher education, during 6 years of study, his professionalism is ensured.

¹ Ўзбекистон Республикаси Президентининг 2020-йил 26-майдаги “Маданият ва санъат соҳасининг жамият ҳаётидаги ўрни ва таъсирини янада ошириш чора-тадбирлари тўғрисида”ги ПФ-6000-сон фармони.

²

Ўзбекистон Республикаси Президентининг 2017-йил 17-ноябрдаги “Ўзбек миллий мақом санъатини янада ривожлантириш чора-тадбирларитўғрисида”ги ПҚ-3391-сонли қарори.

In our view, the number of learners and places of examination. According to the rules of Goldsmith University of Great Britain and Appalachian State University of the United States of America, students study in large lecture halls with modern facilities in groups of no less than 50-70 people, while undergraduate students of Japan's University of Culture and Arts study in groups of no more than 20-25 people on campus and they study outside of i.

Also, the places of examination of the corresponding field of the Goldsmith University of the United Kingdom, the Appalachian State University of the United States of America, the University of Culture and the Arts of Japan are the same higher education institutions as ours.

At this point, let's do a direct comparative analysis of the direction "Organization and management of culture and art institutions" of the State Institute of Art and Culture of Uzbekistan, the leading culture and art institution in our country. In the field of "Organization and Management of Culture and Art Institutions" of the State Institute of Arts and Culture of Uzbekistan, students are taught by professors and teachers specializing in the relevant subject, while this system is taught by professors and teachers specialized in the relevant subject of the Goldsmith University of Great Britain, Nesta, BBC and other international organizations in management. specialists at the Appalachian State University of the United States of America, professors and teachers specializing in the relevant subject, experts with practical experience in management of international organizations, and professors and teachers specializing in the relevant subject in the Japanese University of Culture and Arts, specialists with practical experience in management of international organizations to teach students directed. It can be seen that in all 3 TOP-500 universities Goldsmith University of the United Kingdom, Appalachian State University of the United States of America, Japan's Culture and Art Universities, experts from international organizations with practical experience

in management are directed to teach students, and we have not taken this aspect into account in this direction.

In our opinion, monitoring and control of the educational process is important for the quality of education. Although the monitoring and control system of the educational process is almost the same in all 3 TOP-500 Goldsmith University of Great Britain, Appalachian State University of the United States of America, Japanese University of Culture and Arts, we can see the involvement of the entire higher education institution in this regard.

If we directly analyze the contents of the undergraduate education process:

1. Theoretical education:

To the students of the "Organization and Management of Culture and Art Institutions" department of the State Institute of Art and Culture of Uzbekistan in our country; The main part is held in the form of lectures and practical, seminar classes in the relevant departments of the main base - OTM.

The students of Goldsmith University of Great Britain in TOP-500, Appalachian State University of the United States of America, and the "Management and Entrepreneurship" department of Japan's University of Culture and Arts are organized in almost the same form in a mixed form of lectures, seminars and practical work. A large amount of independent work can also be expected from the student.

2. Practical training:

Practical training for students of the "Organization and management of culture and art institutions" department of the State Institute of Arts and Culture of Uzbekistan, which we are analyzing in our country: the practical training indicated in the curriculum is mainly held in HEI auditoriums, culture and art institutions, Goldsmith University of Great Britain in the TOP-500, Practical training, almost identical to the students of the Appalachian State University of the United States of America, the "Management and Entrepreneurship" department of the Japanese

University of Culture and Arts, is mastered in special information and presentation rooms, business incubator centers.

The difference in this regard is also very big. If it is held in our culture and art institutions, it is obvious that it is organized in specially organized business incubators in TOP-500 foreign universities. It is obvious that this in itself will serve the development of the field.

3. Scientific research works:

If we analyze this component of the educational process in depth, the students of the "Organization and Management of Culture and Art Institutions" department of the State Institute of Arts and Culture of Uzbekistan: BMI, the topic chosen for the course work is mainly determined by the department in the departments of the Higher Education Institution, the ARM, scientific research institutes, and the manuscript fund. it is carried out under the scientific guidance of a professor-teacher. In the course of scientific research, they are expected to write scientific articles, theses, participate in republican and international scientific conferences and give lectures.

In our opinion, the students of the Goldsmith University of Great Britain, Appalachian State University of the United States of America, Japanese University of Culture and Arts in TOP-500 majoring in "Management and Entrepreneurship" in this direction of the educational process are the same in all three, i.e. the following: "The subject of the student's scientific work is the head of the special department will be discussed at the meeting based on his recommendation, led by the professor, and co-authors will be appointed from additional practice specialists. During the scientific work, the student prepares an essay, a dissertation (business project), and also prepares scientific articles and publishes them on local websites. Differences in scientific research work are fundamentally different from our situation, their requirements are in sync with the times, and our work in this direction is still unchanged from the 20th century educational methods.

4. Independent education:

Students studying at the bachelor's level of higher educational institutions studying the direction "Organization and management of culture and art institutions" of the State Institute of Art and Culture of Uzbekistan, which we are analyzing; Theoretical knowledge acquired in independent education is strengthened. Special attention is paid to the management of independent education, the use of interactive methods and modern pedagogical technologies in the educational process. In addition to the recommended literature, they enrich their knowledge by independently using additional sources.

Also, the students of Goldsmith University of Great Britain, Appalachian State University of the United States of America, the University of Culture and Arts of Japan, and the students of the direction "Management and Entrepreneurship" have specific project-oriented recommendations: The student should read additional literature on the topic required in independent education, prepare topics for discussion, essays or project work. engage in training, cover the methods that are used in our country, and attract to study directions that meet additional world educational standards. It is high time that we use such independent forms of education or develop new ones.

5. Evaluation of the educational process:

We continue our analysis with assessment criteria that motivate students. In particular, students of the "Organization and Management of Culture and Art Institutions" department of the State Institute of Art and Culture of Uzbekistan in the following order; Assessment of students' theoretical and practical skills, knowledge of research and creative work is carried out based on the Rating Regulation in the form of current, intermediate, final grades, Final state certification in the form of written, oral, test and demonstration of practical skills.

In the course of our analysis, there was a situation that attracted us: the assessment of students of the "Management and Entrepreneurship" department of

the UK's Goldsmith University, which is among the TOP-500 in the world, was very thoughtful and logically approached. In it; Depending on the choice of module, the student is assessed in different ways. These include coursework, exams, group work and projects.

1st year - 75% course work, 25% written exam

2nd year - 94% course work, 6% written exam

3rd year - 73% coursework, 28% written exam

This unrepeatable situation is appropriate if we use it in the evaluation of students in our educational fields. Appalachian State University of the United States, and students of the "Management and Entrepreneurship" department of the Japanese University of Culture and Arts are evaluated in different ways. This provides for the implementation of the general education evaluation method.

If we focus our analysis on the content and duration of the undergraduate education process, the number of subjects in the "Organization and Management of Culture and Art Institutions" department of the State Institute of Arts and Culture of Uzbekistan is very large and repeated similarities are observed, and if they are divided into semesters, the "Management and Entrepreneurship" department of the Goldsmith University of Great Britain It includes entrepreneurship and business development aimed at a specific goal to be transferred to students, and it is expected that they will be gradually divided into academic years. Appalachian State University of the United States of America has the most number of hours in General Studies, Language, Introduction to Science, History, Art Management, while the Management and Entrepreneurship program of the Japan University of Culture and Arts is the undergraduate course of Appalachian State University of the United States of America. The content and duration of education in a state university is planned in the same way, divided into hours, but the duration of the course is longer and the focus is on future plans and projects.

In conclusion, we can see the role and importance of culture and art education in the development of development through foreign experience in the above-mentioned and up-to-date works. Taking into account the place of culture and art education in the socio-spiritual life of our society, the announcement of the concept of culture developed in 2019 is a proof of our opinion. If we increase the efficiency of our work by making good use of foreign experience in culture and art education, we can fully fulfill the tasks set before the industry.

REFERENCES:

1. Ўзбекистон Республикаси Президентининг 2020-йил 26-майдаги “Маданият ва санъат соҳасининг жамият ҳаётидаги ўрни ва таъсирини янада ошириш чора-тадбирлари тўғрисида”ги ПФ-6000-сон фармони.
2. Ўзбекистон Республикаси Президентининг 2017-йил 17-ноябрдаги “Ўзбек миллий мақом санъатини янада ривожлантириш чора-тадбирларитўғрисида”ги ПҚ-3391-сонли қарори.
3. Ўзбекистон Республикаси Президентининг 2018-йил 6-апрелдаги “Халқаро мақом санъати анжуманини ўтказиштўғрисида”ги ПҚ-3656-сонли қарори.
4. Ўзбекистон Республикаси Президентининг 2018-йил 24-июлдаги “Миллий киноиндустрияни ривожлантириш бўйича қўшимча чора-тадбирлар тўғрисида”ги ПҚ-3880-сонли қарори.
5. Ўзбекистон Республикаси Президентининг 2018-йил 26-августдаги “Ўзбекистон Республикасида маданият ва санъат соҳасини инновацион ривожлантириш чора-тадбирлари тўғрисида”ги ПҚ-3920-сонли қарори.
6. Ўзбекистон Республикаси Президентининг 2018-йил 28-ноябрдаги “Ўзбекистон Республикасида миллий маданиятни янада ривожлантириш концепциясини тасдиқлаш тўғрисида”ги ПҚ-4038-сонли қарори.