



## COMPETENCY-BASED REQUIREMENTS FOR THE MUSIC SUBJECT IN THE NATIONAL CURRICULUM

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### Introduction

In recent years, large-scale reforms implemented in the education system of Uzbekistan have led to the introduction of the **National Curriculum (NC)**. This curriculum aims to update state educational standards for all general education subjects and to improve the teaching–learning process based on a **competency-based approach** [1][2]. In the National Program for the Development of School Education for 2022–2026, the full implementation of the National Curriculum, the development of new-generation textbooks based on international experience, and the improvement of teachers' professional qualifications are defined as priority tasks [3]. The main objective of competency-based education is not only to provide students with theoretical knowledge but also to develop **practical skills and competencies applicable to real-life situations**. In this regard, the idea expressed by the President of the Republic of Uzbekistan about improving education in line with modern requirements constitutes the conceptual foundation of this approach [4].

This article analyzes the **competency-based requirements for the music subject in grades 5–9**, as well as the continuity between these requirements and the qualification standards of **Bachelor's (60110600 – Music Education)** and **Master's (70110601 – Music Education and Art)**



degree programs. The relevance of the study lies in the fact that effective implementation of school-level competencies requires music teachers themselves to possess modern professional competencies.

### **Research Methods**

The study was conducted using **theoretical and analytical methods**. National regulatory documents were analyzed, including the State Educational Standards, the National Curriculum, Presidential Decree PF-134 (2022–2026), and qualification requirements for bachelor's and master's degree programs in music education [3][32][37]. A comparative analysis was carried out between the 2017 State Educational Standards and qualification requirements published between 2020 and 2024 [15][16][32][37].

### **Results**

#### **Competencies for the Music Subject in Grades 5–9**

According to the National Curriculum, learning outcomes in general secondary education are defined in terms of **key (general)** and **subject-specific competencies** [5][6]. Six key competencies are identified across all subjects:

- **Communicative competence** [7]
- **Information literacy competence** [8]
- **Self-development competence** [9]
- **Social and civic competence** [10]
- **National and universal cultural competence** [11]
- **Mathematical literacy and science–technology competence** [12]

In music education, special emphasis is placed on developing **musical literacy, performance skills, and musical perception**. According to the State Educational Standard, students are expected to reach level A1 by the end of grade 4 and level A2 by the end of grade 7 [13][14]. The primary goal



of music education is to enrich students' spiritual and aesthetic worldview, foster national pride and patriotism, and develop artistic taste [15][16].

The main subject-specific competencies in grades 5–9 include:

- **Musical literacy competence:** understanding musical concepts and terminology, recognizing musical expressive elements (rhythm, melody, dynamics), and becoming familiar with national musical genres [17][18][21][22].
- **Collective singing competence:** choral performance skills, intonational accuracy, voice control, and creative collaboration within a group [23][24][25][26].
- **Listening and analysis competence:** conscious listening, describing the emotional content of music, identifying genres, and developing basic analytical skills [27][28][29].

These competencies are designed to ensure the integration of theory and practice in music lessons and to promote students' musical thinking and creativity [30][31].

#### **Bachelor's Degree Requirements (60110600 – Music Education)**

The successful development of school-level competencies largely depends on the professional competence of music teachers. Therefore, the qualification requirements for the bachelor's degree program define both **pedagogical** and **professional musical competencies** [32][33].

A bachelor's graduate in music education is expected to:

- design and effectively organize the educational process using **modern pedagogical and digital technologies** [36][37];
- apply interactive teaching methods and ensure interdisciplinary integration [38][36];
- demonstrate analytical thinking and basic research skills [39][40];



- apply psychological and pedagogical knowledge, including **inclusive education principles** [41];
- contribute to the development of students' life-oriented competencies [42].

Professional musical competencies include knowledge of music theory and history, vocal and instrumental performance skills, repertoire selection, organization of extracurricular musical activities, and application of music pedagogy methodologies in practice [43][44]. Continuous teaching practice in the 3rd and 4th years strengthens students' professional competence in real school settings [45][46].

### **Master's Degree Requirements (70110601 – Music Education and Art)**

At the master's level, music education specialists are trained in **research, innovation, and educational management competencies** [50][52]. Key requirements include:

- mastery of **research methodology**, independent analysis, and academic writing skills [50][52][53];
- ability to use at least one foreign language for professional purposes and effective application of **ICT** [54][55];
- innovative pedagogical thinking and basic educational management skills [56][57];
- ability to design and implement musical-educational projects integrating art and education [52][58].

### **Discussion**

The analysis demonstrates that the National Curriculum introduces music education through a **systematic competency-based framework** ensuring continuity between school and higher education levels [60][7]. The competencies expected from school students correspond logically to the



professional competencies required of music teachers trained at bachelor's and master's levels.

The effectiveness of the National Curriculum largely depends on **in-service teacher training and professional development**. In this regard, the establishment of digital platforms, updated textbooks, and online training courses plays a significant role [61][62][63][65][66][67]. At the same time, the competency-based approach requires teachers to adopt innovative lesson design, creative activities, and project-based learning methods.

### Conclusion

The analysis of competency-based requirements for the music subject within the National Curriculum indicates that Uzbekistan's education system is modernizing music education in line with contemporary competency frameworks. Competencies developed in grades 5–9—such as musical literacy, collective performance, and analytical listening—support students' artistic, aesthetic, and personal development [69][70].

Correspondingly, the system of training music teachers has been updated. Bachelor's programs emphasize innovative teaching methods, ICT use, and student engagement [36][42], while master's programs extend these competencies to research, management, and project activities [50].

National policy documents provide a solid legal foundation for these reforms [3]. The next critical task is ensuring the full integration of competency-based objectives into classroom practice, where every music lesson contributes directly to measurable competency development.

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