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## **HISTORICAL ORIGINS OF WESTERN EUROPEAN MUSIC EDUCATION**

The existence of even the simplest forms of music-making is always closely related to the peculiarities of the historical development of society, the worldview positions and scientific-theoretical concepts prevailing in it, as well as the state of music-performance practice. The latter was born together with music. It has its roots in the depths of prehistoric times, when the first, however insignificant, experience of one person became the property of another. It is known for certain that in the process of the development of ancient civilizations, the formation of a philosophical understanding of reality, music becomes a branch of science, an object of theoretical research and explanation. At the same time, the first thoughts are born, and hence the instructions for learning the art of music.

As you know, the musical culture of Ancient Greece initiated the first historical stage of its development in Europe, representing, so to speak, its childhood. At the same time, it is the highest expression of the aesthetics of the Ancient World and shows an undoubted connection with the older cultures of the Middle East – Egypt, Syria, Palestine.

The ancient and medieval aesthetic concepts were replaced by an idealistic and materialistic understanding of the phenomena of nature, science and culture, which was also reflected in the definition of the functions of music in social life. Gradually emerging from the influence of religion, enriched by folk musical culture, secular music is actively developing, new genres and forms of music are emerging that do not correspond to the church canons of the Middle Ages. Music theory and aesthetics are gradually moving away from the understanding of music as a science that gives a mathematical interpretation of its essence. The development of professional musical art, the complication of musical language, the rapid development of virtuoso fundamentals of performance and the corresponding increase in the requirements for the qualifications of musicians, on the one hand, the increased mass interest in musical art and active

music making, on the other hand, led to a significant intensification of the process of learning music.

The development of secular musical art led to the emergence of singing societies, meistersinger schools, and workshops of instrumental musicians. A significant increase in the number of theaters, orchestras, and bands required a large number of qualified performers and caused a rapid development of musical education.

**Key words:** musical education, ancient aesthetics, music making, musical education, secular music.