



DEVELOPMENT OF PERFORMANCE SKILLS OF FUTURE MUSIC TEACHERS USING PERCUSSION INSTRUMENTS

Kobilkoriyev Kudratilla Bakhtiyor Ugli

*State Institute Of Art And Culture Of Uzbekistan Teacher Of The "Instrumental Performance" Department
Independent Student Of Chirchik State Pedagogical University, Uzbekistan*

ABOUT ARTICLE

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Abstract: This article describes the scientific theoretical basis of the use of percussion musical instruments in the formation of performance skills of students of higher music education. Also, an innovative model of development of performance competence of future music education teachers and its analysis is presented.

INTRODUCTION

At the current stage of development of education in our country, the need to improve teaching methods, tools and forms of organization is growing. Therefore, training specialists, in particular, creating educational-methodical and scientific literature suitable for the new era and applying them to the educational process, providing educational institutions with modern pedagogical communication tools, paying special attention to improving the quality of education necessary. In this regard, the development of a comprehensive and deep scientific-methodical foundation of modern music education in music education remains one of the serious issues. After all, it is no exaggeration to say that "today, the continuous musical education system has been fully formed in our country. Because today's young people have the opportunity to study in music and art schools, lyceums, colleges and conservatories, art institutes and pedagogical universities in the directions of music they choose. In addition, new project children's music and art schools were built and commissioned in many districts. All children's music and art schools and extracurricular educational institutions in the republic were fully provided with modern educational equipment and musical instruments.

RESEARCH METHODS AND METHODOLOGY

Also, all musical educational institutions in our country are gradually provided with musical instruments. Such created opportunities require pedagogues to be more responsible, to inculcate all aspects of musical art into the minds and psyches of students. For this, it is necessary that the future music teachers have developed the knowledge thinking and the necessary pedagogical competence. Artistic and aesthetic education is one of the factors that play an important role in the spiritual

development of future music teachers, and it is a necessity arising from the legal needs of society, not because of their desire. Attention to artistic and aesthetic education did not appear yesterday or today. Bringing future music teachers closer to the world of beauty and sophistication is one of the most important pedagogical tasks even today. Because artistic and aesthetic education belongs to all areas of our social life. Through this, it will be possible to increase the creativity of future music teachers, develop their musical ability, and develop their ability to engage in an aesthetic attitude. This leads to the growth of students' musical thinking, understanding of art, and aesthetic taste for it. The need to improve the performance competence of future music education teachers in higher education is determined by a number of social, economic, psychological and pedagogical factors. It should be noted that "the whole set of components of the future pedagogical activity of the future music education teacher, which is the integration of musical art and pedagogy in the organization of musical instrument performance competence of future music teachers, is still not fully reflected.

Because of this, the system of music teacher training in higher education includes a very complex number of components (musical pedagogy, practical and theoretical, methodical, conductor, vocal-choir, instrumental education). At the same time, an integrated approach is necessary to study the specific aspects of the preparation process of the future music education teacher for musical performance, which is a modern level of pedagogical science. Obtained results and their discussion. Currently, the field of music education is developing, including new forms such as distance education. In addition to online classes, these are telecommunication competition projects, national and international online science olympiads, quizzes and contests held using the Internet and electronic platforms, teaching methods of various subjects taught remotely. The telecommunication environment encourages students to try to form common cultural qualities, to make appropriate decisions, to analyze and sort the necessary information, having their own view on the content of teaching science. Analyzing computer technologies, it is possible to point out the following directions in which it is necessary to use them today: - listen and analyze musical works; - creating music; - simultaneously studying the theory and history of musical material in the form of text, audio-recording and video; - creating personal music programs; - obtaining various musical information using the Internet. Through such opportunities, a future music teacher can choose his musical knowledge and position, and test his abilities in different types of music. Training of a future music education teacher with professional competencies is aimed at forming a person who can adapt to the socio-political, economic, information and communication space.

In order to achieve better development of students' musical thinking and their musical abilities, "conceptual thinking skills" should be most prominent in the pedagogical activity of a music teacher. Based on research related to music pedagogy, we came to the opinion that musical skill is a set of knowledge, skills and abilities that allow to perform one's musical activity competently. Russian scientist V. Asafiyev expressed his opinion in his works that "a music teacher in a general education school should not be an "expert" in only one field." said that he should be a performer who knows a musical instrument well. The professional competence of a music teacher is considered an integrated quality of a person whose activity is described as a complex that combines various components aimed at improving professional culture and pedagogical skills.

Therefore, it is necessary for the future music teacher to develop his professional skills, increase his musical thinking and know musical performance well, and at the same time, his aesthetic taste and artistic creativity should be highly developed. Therefore, a future music education teacher must possess several competencies:

- a music teacher should be distinguished by his aesthetic taste and culture;
- should be distinguished by high taste in musical activity;
- the teacher must have a very broad musical outlook;
- a music teacher should be a multilingual musicologist;
- a music teacher must be a psychologist;
- should be able to organize the pedagogical process based on the requirements of the time;
- must have musical knowledge, skills and abilities.

Therefore, it shows how important it is for the basic knowledge and skills of a future music teacher to include artistic and aesthetic taste, skills and abilities. The task of developing performance competence in future music schools is not only to teach understanding and appreciation of beauty, but also to encourage active participation in social life. "The problem of musical instrument training has been in the public's attention for a long time. There has been a lot of talk about this lately. Some say that the main task of artistic and aesthetic education is to educate creative activity in students, others say that it is to teach to distinguish beauty from ugliness, and others say that it is the formation of high spirituality and developed artistic and aesthetic taste. In fact, one of the main tasks of musical education is the education of artistic and aesthetic taste. Aesthetic taste, which has its own place in the system of aesthetic consciousness, is one of the most delicate, conflicting, complex, interesting and topical issues. One of the unique features of aesthetic taste is manifested in the assessment given to reality, things or events as they are seen. A work of art that is seen for the first time, a book that has been read, is evaluated differently by the client depending on his age, profession, and level of education. This aspect alone shows that it is unique to an individual, but it is also important for society, that is, it is not a "personal matter". Expressed simply by the words "like it or not", it shows our aesthetic taste, worldview, and culture. Our views, experience, the society we live in, and the views of the era are also reflected in this assessment.

Every student learns to enjoy beauty, feels it, and creates it when he communicates with intellectually mature works of art and art. On the contrary, a shallow scientific-pedagogical environment will also lower the musical taste of future teachers. Although artistic taste and aesthetic taste differ from each other, they always complement each other. Artistic taste is based on aesthetic taste. Examples of fiction literature of various genres - stories, short stories, classic works, artistic images, pictorial means in them affect the emotions of future music teachers, help them to perceive and master musical values, give artistic and aesthetic pleasure. 'works. Through this, their creative skills develop, and noble feelings begin to form in their emotions. As a result, their teaching efficiency and the quality of working with students will improve.

CONCLUSION

In summary, each new generation does not always create the basis of material and spiritual culture from scratch, but relies on existing cultural assets created by past generations. Historical succession is a necessary condition for the development of human society, including culture. Cultural assets are created at a certain stage of the society's development due to its needs and reflect the life of this society. There is no doubt that this legacy will serve as a means of ideological and emotional education that can provide significant mental and spiritual nourishment in shaping the spirituality of our youth, and will become a source of inspiration for all our artists. q is For this, one of the urgent tasks is to form an artistic-aesthetic worldview, knowledge, taste and responsibility in young people who can convey this culture to the future generation who will understand and appreciate it correctly.

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