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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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CURRENT PROBLEMS OF TEACHING INSTRUMENTAL PERFORMANCE IN THE FIELD OF MUSIC PEDAGOGY

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Abstract: This article provides a scientific and theoretical analysis of current pedagogical and methodological problems encountered in the process of teaching instrumental performance to students majoring in music pedagogy. The interaction and compatibility of performance skills, modern educational technologies, and national performing traditions in ensuring the professional training of future music teachers are examined. Based on the research findings, scientific conclusions and practical recommendations aimed at increasing the effectiveness of instrumental performance instruction are developed.

Key words: music pedagogy, instrumental performance, performance skills, pedagogical competence, educational technologies.

Annotatsiya: Ushbu maqolada musiqiy pedagogika yo'nalishida tahsil olayotgan talabalarga cholg'u ijrosini o'rgatish jarayonida uchrayotgan dolzarb pedagogik va metodik muammolar ilmiy-nazariy jihatdan yoritilgan. Bo'lajak musiqa o'qituvchilarining kasbiy tayyorgarligini ta'minlashda ijrochilik mahorati, zamonaviy ta'lim texnologiyalari hamda milliy ijrochilik an'analarning o'zaro uyg'unligi tahlil qilingan. Tadqiqot davomida cholg'u ijrosini o'qitish samaradorligini oshirishga qaratilgan ilmiy xulosalar va amaliy tavsiyalar ishlab chiqilgan.

Kalit so'zlar: musiqiy pedagogika, cholg'u ijrosi, ijrochilik mahorati, pedagogik kompetensiya, ta'lim texnologiyalari.

Аннотация: В данной статье с научно-теоретической точки зрения рассматриваются актуальные педагогические и методические проблемы, возникающие в процессе обучения студентов в области музыкальной педагогики игре на музыкальных инструментах. Анализируется взаимодействие и согласованность исполнительских навыков, современных образовательных технологий и национальных исполнительских традиций в обеспечении профессиональной подготовки будущих учителей музыки. В ходе исследования разработаны научные выводы и практические рекомендации, направленные на повышение эффективности обучения инструментальному исполнительству.

Ключевые слова: музыкальная педагогика, инструментальное исполнительство, исполнительские навыки, педагогическая компетентность, образовательные технологии.

INTRODUCTION

Today, the development of society, the advancement of science and technology, and the processes of globalization pose new and increasingly complex tasks for the education system. In particular, under modern educational conditions, the training of highly qualified, creatively thinking, and professionally competent specialists is of paramount importance. These requirements are fully applicable to the field of music pedagogy as well. In this context, improving the training of future music teachers in instrumental performance remains one of the most urgent issues.

LITERATURE REVIEW

This article provides a scientific and theoretical overview of pedagogical and methodological problems encountered in the process of teaching musical performance within the field of music pedagogy. The study analyzes the importance of using modern pedagogical and educational technologies, taking into account the individual characteristics of students, as well as the issues related to combining pedagogical training with performing skills.

In the analysis of scientific sources, most researchers emphasize the importance of integrating performing competence, theoretical knowledge, and practical skills in increasing the effectiveness of the music pedagogical process. For example, Kozlova recommends taking into account the individual musical abilities of students when teaching musical performance and adapting methodological approaches to the students' creative potential ^[1]. At the same time, Petrov demonstrates that the use of multimedia tools and interactive pedagogical technologies in the development of instrumental performance skills contributes significantly to improving educational efficiency ^[2].

One of the key problems highlighted in the literature is the excessive reliance on traditional, reproductive teaching methods. This approach leads to insufficient development of independent thinking and a creative approach among students. In this regard, modern music pedagogical studies by Smirnova ^[3] and Ivanov ^[4] demonstrate the effectiveness of integrating performance training with pedagogical preparation.

In addition, the issue of incorporating national musical heritage and traditions into the educational process requires special attention. Existing studies by Aliev ^[5] and Karimova ^[6] indicate that performing on national musical instruments contributes to the development of students' aesthetic taste, the formation of national values, and the overall improvement of the quality of music education. This aspect is also emphasized in the present article, as the integration of national heritage into the pedagogical process strengthens students' professional training.

The article also highlights the necessity of applying innovative pedagogical technologies in the educational process. Research conducted by Novikov ^[7] and Rakhimova ^[8] confirms the effectiveness of improving performance skills through the use of multimedia tools, video analysis, and interactive platforms. At the same time, it is noted that the development of teachers' competence in working with modern technologies remains a relevant issue.

In general, the reviewed studies scientifically demonstrate the existing methodological and pedagogical problems in the process of teaching musical performance in the field of music pedagogy. According to these studies, under modern educational conditions, the quality of music education can be improved by integrating performing skills, pedagogical competence, and innovative technologies. In this regard, the present article is consistent with existing scientific sources and contributes to the enrichment of theoretical and practical approaches to the topic. This legal document provided for the development and approval of the Regulation "On the Museum Treasures Fund of Uzbekistan" and the Instruction "On the Procedure for Registration, Collection, and Storage of Historical and Cultural Treasures Stored in Museums" ^[9].

RESEARCH METHODOLOGY

In this study, data were collected primarily through observations conducted in educational institutions, analysis of video recordings of music lessons, and interviews with educators and music directors. The obtained data were systematized using the content analysis method, which made it possible to identify factors influencing students' perception of music.

In the process of music education, instrumental performance plays an important role in developing students' musical thinking, shaping their aesthetic taste, and revealing their creative abilities. Through instrumental performance, students acquire the skills necessary to deeply understand the content of a musical work, interpret it artistically, and effectively apply it in pedagogical activities. At the same time, instrumental performance is one of the main factors determining the professional competence of a future music teacher.

However, practical analysis shows that there are several pedagogical and methodological problems in the process of teaching instrumental performance within the field of music pedagogy. In particular, excessive reliance on traditional teaching methods, insufficient consideration of students' individual characteristics, weak integration of performance skills with pedagogical training, and limited use of modern educational technologies negatively affect the effectiveness of the educational process ^[10].

In this regard, the aim of this article is to conduct a scientific and theoretical analysis of the current problems encountered in teaching musical performance in the field of music pedagogy, to identify their causes and consequences, and to develop practical recommendations aimed at improving educational effectiveness.

Musical performance is a significant component of the music education process, as it contributes to the development of musical thinking, aesthetic taste, and creative abilities in students. At the same time, certain problems in the teaching of musical performance lead to a decline in the overall quality of education.

The theory of teaching musical performance in music pedagogy is based on general pedagogical principles, the foundations of aesthetic education, and the scientific principles of performing arts. This process forms students' abilities to perceive, analyze, and artistically interpret musical works correctly.



From a theoretical perspective, teaching musical performance includes the following areas:

- development of performance technique;
- understanding the content of a musical work;
- formation of performance culture;
- improvement of pedagogical analysis skills ^[11].

The close interaction of these components ensures the comprehensive professional preparation of students.

ANALYSIS AND RESULTS

The analysis shows that there are a number of methodological shortcomings in the process of teaching instrumental performance in the field of music pedagogy. In some cases, the educational process is organized primarily on the basis of traditional, that is, reproductive teaching methods. This approach leads to insufficient development of independent thinking and creative approaches among students.

In addition, the fact that students' individual abilities, their inclination toward a particular instrument, and their level of preparation are not always taken into account negatively affects the effectiveness of the educational process.

For a future music teacher, instrumental performance is not only a personal skill but also an important means of conveying knowledge to students. However, in practice, it is observed that some students, despite possessing a high level of performance skills, experience difficulties in explaining performance techniques from a pedagogical perspective.

This situation is mainly due to the insufficient integration of theoretical knowledge with practical performance. Therefore, the process of teaching instrumental performance should be enriched with pedagogical analysis and methodological explanations.

Today, information and communication technologies have become an integral part of the educational process. However, in music pedagogy, in particular, it is observed that these opportunities are not fully utilized.

The use of multimedia tools, audio and video analysis, and interactive platforms contributes to increasing the effectiveness of the educational process. At the same time, the development of teachers' competence in working with innovative technologies remains one of the pressing issues.

The use of national musical heritage and performance traditions in teaching instrumental performance fosters a sense of respect for national values among students. Instruction through national musical instruments strengthens aesthetic education and enriches musical thinking.

However, in practice, it is observed that national performing traditions are not sufficiently used in some cases. This limits students' knowledge and skills related to national musical culture ^[12].

The conducted analysis shows that eliminating existing problems in the process of teaching musical performance within the field of music pedagogy is an essential condition for improving the quality of education. It is necessary to actively implement innovative pedagogical technologies in the educational process, take into account the individual characteristics of students, and ensure the integration of performance training with pedagogical preparation.

The scientific conclusions and practical recommendations presented in this article contribute to improving the process of teaching instrumental performance in music educational institutions.

CONCLUSION AND RECOMMENDATIONS

In conclusion, it can be stated that the process of teaching instrumental performance in the field of music pedagogy is a complex and multifaceted pedagogical activity that requires continuous improvement in accordance with the requirements of modern education. The study revealed that methodological shortcomings in teaching instrumental performance, the imbalance between pedagogical and performance training, as well as the insufficient use of modern educational technologies negatively affect educational effectiveness.

At the same time, it has been substantiated that in the process of teaching instrumental performance, the professional competencies of future music teachers can be effectively developed by taking into account national musical heritage and performance traditions, relying on students' individual abilities, and applying innovative pedagogical approaches. In particular, the integration of performance skills with pedagogical analysis and methodological explanations was emphasized as an important factor in improving the quality of the educational process.

The scientific conclusions and practical recommendations presented in this article will serve to enhance the process of teaching musical instruments in music educational institutions, ensure the professional training of future music teachers, and improve the overall quality of general music education.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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