

## THE ROLE AND IMPORTANCE OF THE SUBJECT “MUSICAL PEDAGOGY AND PSYCHOLOGY” IN THE TRAINING OF PROFESSIONAL TEACHERS OF VOCAL AND INSTRUMENTAL PERFORMANCE

*Malikova Sevar Samatovna*

*candidate of pedagogical sciences,*

*and about. professor of the department "Vocal"*

*State Institute of Art and culture of the Republic of Uzvekistan*

### Abstract

This article discusses the issues of preparing vocal singers and instrumentalists for performances on stage using the potential of the subject “Music Pedagogy and Psychology”. The importance of the emotional and psychological preparation of a singer in achieving this goal, the role and significance of the subject “Musical Pedagogy and Psychology” in the training of professional teachers of vocal and instrumental performance are discussed.

### Key words

vocals, instrumentalists, music pedagogy, psychology, pedagogical approach, pedagogical technologies, interactive teaching methods, teaching methods.

### Аннотация

В данной статье рассматриваются вопросы подготовки вокальных певцов и инструменталистов к выступлениям на сцене по средствам потенциала предмета «Музыкальная педагогика и психология». Обсуждается важность эмоционально-психологической подготовки певца в достижении этой цели, роль и значение предмета «Музыкальная педагогика и психология» в подготовке профессиональных педагогов вокального и инструментального исполнительства.

### Ключевые слова

вокал, инструменталисты, музыкальная педагогика, психология, педагогический подход, педагогические технологии, интерактивные методы обучения, методика преподавания.

### INTRODUCTOIN

Along with the traditional requirements for the professional training of a teacher-musician, today the range of his functional capabilities is determined by the realities of the modern sociocultural and educational space, the needs of the labor market, research and material and technical resources of education. Accordingly, the requirements for such a specialist are multifunctional in nature.

Teaching students vocal singing and instrumental performance helps introduce them to the fundamentals of world musical culture, develops musical and aesthetic taste, develops performing vocal skills and abilities, and provides conditions for further professional growth.

In the process of teaching pop vocals, it is necessary to solve the following tasks: developing artistic taste; expansion of musical horizons; developing interest in creative self-expression; mastering general and individually oriented techniques of one direction or another; the formation of an original, recognizable timbre, a characteristic manner of singing and performing, as well as one's own stage image [1, p. 32].

In turn, the above tasks serve one of the main tasks: raising a standard of the people, an example to follow for the growing generation - the artist.

The artist, in turn, is formed as a person, acquires his individual traits and skills in lessons, is brought up on stage, performing independently in front of the people, but most importantly, he passes

the exam, summarizing the acquired knowledge at competitions. The places and achievements he has won serves as an indicator of the skills he has mastered[2;].

In addition to vocal skills, for the development and deepening of the knowledge of bachelor students studying performance, the use of methods and techniques of independent work is of great importance. These include: reading specialized literature, collecting information about favorite performers and composers on the Internet, independently listening to audio recordings, as well as psychological and moral preparation for a performance.

Classes in the discipline "Music Pedagogy and Psychology" arouse great interest among students. The main task is to develop creative abilities, perceive music in all its diversity, and use various interactive methods in the process. The musical art of pop music combines a whole 18 range of different styles, trends and genres. In this regard, one of the main problems in preparing a performer is the choice of educational repertoire, the purpose of studying which should be not only the development of the voice, but also the mastery of music styles and the formation of the artistic taste of performers.

The place of music pedagogy and psychology is incomparable in increasing the effectiveness of training future specialists working in this field.

#### **METHODOLOGY**

When bringing a performer onto the stage in a desire to show his work, the teacher must take into account not only his professional skills, but also his moral and psychological preparation and condition. Moral and psychological preparation reveals itself from the very first notes during a speech in front of listeners and specialists in this field. Namely, such traits as independence, self-confidence, charisma, mastery over emotions, acting skills are developed in the classroom, acquired by the teacher's emotional faith in his student. Analyzing our above-mentioned beliefs, we can say that the springboard of success for a future singer is established during the learning process, depending on the mastery of the academic load.

It is noteworthy that with a fairly shallow content of musical art, genres can have a fairly high level of emotional openness and ease of expressing feelings. The role of the performer in this case is to transmit to listeners new trends and ideas, a new emotional component, artistic language, artistic, aesthetic and musical taste.

The subject of music pedagogy and psychology is a scientific and pedagogical science that studies the history, theory and methodology of music education and upbringing. The study of musical pedagogical foundations and their rules is the subject of his research. The history of music pedagogy has important theoretical and general pedagogical significance in training highly qualified professional musicians, solving problems related to general music education, organizing and managing music schools, and mastering modern music-pedagogical technologies.

The purpose of this subject is to give the future teacher an idea of the history of music pedagogy and education in Uzbekistan in different periods, the leading systems and achievements of music pedagogy and music education system of foreign countries, the historical, scientific and methodological foundations of music pedagogy, and to inculcate the skills of applying them in his future professional activities.

Music pedagogy and psychology is included in the educational process based on the program of the subject "Music pedagogy and psychology" approved by the order of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan dated July 7, 2020 No. 452 (Appendix 2 of the order) and this subject is intended for teaching undergraduate students of special higher education institutions.

When it comes to the subject of music pedagogy and psychology, first of all, the personality of Rauf Gofurovich Kadyrov, a distinguished youth coach in Uzbekistan, professor of the Uzbekistan

State Conservatory, candidate of pedagogical sciences, comes to mind. The textbooks, study guides, monographs and dictionary glossaries created in the Uzbek and Russian languages for the development of this field of education are among the favorite literatures that support the representatives of the field as a support.

### DISCUSSION

It is necessary to explain educational material in simple, understandable language, taking into account issues arising from problems associated with the creation and development of music pedagogy. Considering the requirements of the modern education system, it is advisable to include questions on the topic, maps, tests and glossaries on the topic. The subject of music pedagogy and psychology belongs to integrative branches of science and covers not only the art of music, but also the psychological characteristics of these classes by organizing classes using various pedagogical technologies. Science subjects are based on the works of artists from our country and abroad.

The purpose of the subject is to teach future teachers of music education, the history of music pedagogy and education in different periods in Uzbekistan, the leading systems of music pedagogy and music education system in Western countries, achievements, as well as the historical, scientific and methodological aspects of music pedagogy. It is to give ideas about the basics, to inculcate the skills of applying them in future professional activities.

The tasks of the subject: the history of music pedagogy education in Uzbekistan, the development of foreign music pedagogy and music education, the current state and prospects of music pedagogy education in Uzbekistan and Western countries, continuous music pedagogy education in Uzbekistan system, the concept of modern musical pedagogical education (purposes, tasks, content and leading principles of higher musical pedagogical education), inculcating the skills of using the knowledge of the history of music pedagogical education in practical activities.

Preparing a beginning performer for concert and performing activities requires not only systematic specialized training, but also mastery of acting skills. In addition, knowledge of the best examples of art is necessary.

Understanding the creative heritage of outstanding singers of the last century allows us to evaluate the possibilities and boundaries of interpretation of a musical work, as well as delve deeper into the processes of voice ownership and control. The study of performing arts allows one to explore, first of all, the interpretation of the repertoire, as well as to understand and evaluate the achievements that are associated with the development of pop art of the twentieth century.

### CONCLUSION

Teaching subjects Musical pedagogy and psychology contributes to their familiarization with the fundamentals of world musical culture, the development of musical and aesthetic taste, the formation of performing vocal skills, and provides conditions for further professional growth.

Using the subject of musical psychology, the general foundations of musical psychology, the personality and activity of a musician, cognitive processes in the art of music, and tests for determining musical abilities are studied. In music pedagogy, the general foundations of music pedagogy, music education, educational theory, management and organization issues in the music education system are studied.

As a result of mastering the subject, the student:

The main stages of the development of musical pedagogical education in Uzbekistan, the main systems and theories of music pedagogy and the musical education system of foreign countries, modern research, achievements and problems in the field of musical pedagogical education, modern requirements for a specialist in the field of general musical pedagogical education to have an idea about, historical and theoretical foundations of music pedagogy and education, to study and analyze facts, phenomena, concepts, theories and methodological developments related to music pedagogy

and the history of education in Uzbekistan and the West, assessment, knowledge and skills of application in scientific-methodical and practical activities, planning of various trainings, organizational and educational-methodical provision of the educational process; must have the ability to study special scientific and methodical literature, to develop educational materials to ensure the process of musical-pedagogical education.

The subject "Music pedagogy and psychology" reveals to students the essence of their chosen specialty and helps them improve their skills. The subject "Music pedagogy and psychology" is of particular importance in training a future teacher. Future specialists can widely apply the acquired knowledge and skills in their practical and scientific-pedagogical activities. From the above reasonable points, we can conclude that the science of musical pedagogy and psychology helps to increase the efficiency of the future specialists, and performing specialists will be highly successful in becoming not only performing artists, but also pedagogues, truly mature specialists of their profession in the future.

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