

EFFECTIVE PEDAGOGICAL METHODS IN THE DEVELOPMENT OF CIRCLE PLAYING SKILLS BASED ON A COMPETENTIAL APPROACH

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Annotation: This article explores effective methods of applying a competency-based approach to music education, specifically in teaching the traditional instrument doira to university students aged 19–23. It analyzes how pedagogical methods should be adapted to develop musical, creative, and social competencies in students through practical training. The article provides methodological recommendations on fostering rhythm perception, stage presence, ensemble performance, and artistic expression in traditional music. Based on scholarly sources, the article concludes with practical suggestions for improving music pedagogy.

The fundamental reforms taking place in the education system in the 21st century require new approaches aimed at the development of human capital, the formation of competencies corresponding to the vital needs of students. In particular, teachers working in the field of culture and art face the need to train specialists who have not only theoretical knowledge, but also practical skills, a creative approach, and the ability to make independent decisions. In this regard, the competency-based approach has become the center of special attention in art education.

The competency-based approach, first of all, directs the educational process not to a set of knowledge, but to a set of practical skills and abilities that can be applied in real life. In this approach, the main competencies acquired in each subject are determined, and the educational process is organized on this basis. This, in turn, creates the basis for the development of the individual potential of the student, the disclosure of creativity, and the formation of a professionally prepared specialist.

A competency-based approach is also extremely relevant in music education, in particular, in drums training. The reason is that the doira is not only a national musical instrument, but also a rich cultural phenomenon representing the spiritual and moral heritage of our people. Teaching to play the doira requires not only the transfer of technical knowledge, but also the formation of such complex abilities as musical hearing, rhythmic sensitivity, coordination, creative thinking, and emotional expression. Consequently, the organization of this process based on a competency-based approach remains the main requirement of modern music education.

Today, many scholars working in the field of musical pedagogy assess the competency-based approach as a guarantee of the quality of education. In particular, The Concept for the Development of the Public Education System of the Republic until 2030 has been approved, five initiatives have been implemented, including a set of measures aimed at creating additional conditions for the education and upbringing of youth, state educational standards and subject curricula based on a competency-based

approach to general secondary education have been developed, and a regulatory framework for participation in international research on the assessment of the quality of education has been created.

“The Action Strategy for five priority areas of development of the Republic of Uzbekistan in 2017-2021 defines the tasks of radically improving the quality of general secondary education, in-depth study of in-demand subjects in the priority area of development of the social sphere. This expands the possibilities of providing the educational process with the necessary information, finding and implementing optimal solutions for its assimilation.”¹

“In leading scientific centers and higher educational institutions of the world, scientific research is being conducted on the principles of introducing a competency-based approach into the content of standards of professional education, general education subjects, their influence on changes in the links of the pedagogical system, psychological and methodological foundations and features, the concept of achieving educational results independently, the interpretation of a competency-based approach, competencies related to activity in a certain field, aimed at the development of the individual, social”².

If the traditional approach to playing the doira is aimed at the formation of more technical skills, then the modern competency-based approach should serve the comprehensive development of students. That is, the main goal is not to play the doira technically, but to be able to perform it correctly and effectively as a means of musical expression. This also requires the development of creative thinking, listening culture, aesthetic taste, and cultural consciousness in students. Therefore, this article presents scientific and theoretical analyses of the theoretical foundations of the competency-based approach to playing the doira, effective pedagogical methods, teaching technologies, and assessment systems. In particular, the article covers such issues as the concept of competence, basic competencies related to playing the doira, lesson design, training methods, reflection, and assessment through sections. The goal is to form scientific and practical recommendations that will serve as a methodological basis for a modern music teacher. Today, the competency-based approach is considered an important principle in the education system of Uzbekistan. In particular, this approach plays an important role in music education, in particular, in the formation of students' knowledge and skills in playing instruments - including the doira. This requires a new methodological approach from teachers, the definition of specific competencies, and the organization of lesson processes aimed at practical activity. The competency-based approach focuses on the development of a person's readiness for professional activity, independent thinking, and creative approach. "Modern approaches provide for the formation of basic and subject-specific competencies in students through the mutual integration of pedagogical and information technologies in the learning process."³

As for playing the doira, the following are distinguished as basic competencies:

- Holding the instrument correctly and mastering the technique
- Sense the rhythm of the music and keep it playing
- Maintain harmony in group performance

¹ Barakaevich, K. S. (2020). Improvement of Vocational Training of Pupils in Secondary Schools. *International Journal of Psychosocial Rehabilitation*, 24.

² Samaridin Barakayevich Qorayev “Kompetensiyaviy yondashuvga asoslangan ta’limning asosiy jihatlari” *Academic Research in Educational Sciences* 2024 . 1073-bet.

³ Samaridin Barakayevich Qorayev “Kompetensiyaviy yondashuvga asoslangan ta’limning asosiy jihatlari” *Academic Research in Educational Sciences* 2024 . 1073-bet.

- Improvisation and creativity
- Study of traditional and contemporary works

In higher educational institutions, doira playing lessons usually consist of technical, theory, and practical sections. The competency-based approach aims to integrate these three sections and create opportunities for each student to create independently. For example, the following step-by-step method is used in the lesson:

1. Analytical preparation - the structure of the circle, rhythmic units, and rhythmic patterns are analyzed.
2. Technical exercises - finger techniques, coordination, and timbre training.
3. Learning based on observation - analysis through videos of master performers.
4. Practical performance - playing the doira in a group or individually.
5. Reflection - analysis of one's own performance, independent assessment.

With the use of methodological tools and an interactive approach, the lesson in the competency-based approach is not limited to the teacher's monologue. The following methodological tools and techniques are effective:

Role-playing games: Students imagine themselves at a concert, in an ensemble, or as a teacher.

- Mini-projects: Creating a composition based on the rhythms of the doira used in local rituals.
- Portfolio: Each student's achievements during the lesson are recorded.
- Audio/video analysis: Self-assessment through recording and discussion of the performance.

It is advisable to have assessment criteria with competence rubrics, for example:

Instead of the traditional scoring system, it is recommended to use a competency-based rubric (evaluation matrix). It takes into account:

- Technical accuracy (0-5 points)
- Rhythmic harmony (0-5 points)
- Artistic expression (0-5 points)
- Understanding composition (0-5 points)
- Independent creativity (0-5 points)

The result of the assessment is expressed not only in the final score, but also in the form of specific recommendations and suggestions for the student. This encourages self-analysis, working on shortcomings, and self-improvement.

In conclusion, it can be said that today there is a growing need to introduce a competency-based approach in music education. In particular, if lessons on traditional instruments, including drums, are organized using this approach, not only technical knowledge and skills will be developed, but also students' creative thinking, stage freedom, rhythmic sensitivity, and respect for national values will be

further developed. Based on the theoretical and practical sources studied in this article, the following conclusions were made:

Firstly, the competency-based approach is not just a teaching methodology, but a systematic approach aimed at radically updating the content of education. This approach requires not only the assimilation of knowledge, skills, and abilities by students, but also the formation of competencies for their correct and effective application in real life and creative activity. Secondly, in lessons organized on the basis of a competency-based approach, the student becomes not only a learner, but also a creative subject, that is, a person who independently analyzes their knowledge, creates something new. In circle lessons, the effectiveness of teaching can be increased through stage performances, creative exercises, and group developments. Thirdly, the application of a competency-based approach to doira playing lessons is closely related to pedagogical innovations. In particular, assessment of students is carried out more accurately and effectively through such tools as "observation sheets," "reflection notebooks," "assessment based on sections," "executive portfolios." Fourthly, when conducting drums lessons based on a competency-based approach, the level of awareness of musical culture and national values among students increases. In each lesson, information should be provided about the historical roots of the doira, its ethno-musical features, and performance schools in different regions. Through this approach, students gain a deeper understanding of their national identity. Based on the scientific considerations covered in the article, we have presented the following suggestions:

1. A special curriculum based on a competency-based approach should be developed for doira playing lessons.
2. The proportion of practical exercises in doira playing lessons should be increased to 60-70%.
3. It is necessary to introduce assessment systems based on reflection that teach students self-analysis.
4. Implementation of an assessment system based on students' creative presentations every semester.
5. Establishment of advanced training courses for teachers based on a competency-based approach.
6. In lessons, special attention should be paid to the work of folk composers and musicians.
7. Textbooks and manuals on the subject of playing the doira should be revised based on modern pedagogical technologies.

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