

**ORGANIZATIONAL FOUNDATIONS FOR DEVELOPING PERFORMANCE SKILLS
IN STUDENTS THROUGH VOCAL LESSONS****Murodov Mirshoxid Burxanovich**

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Abstract

The study substantiates the role of vocal training not only in developing performance mastery but also in enhancing methodological thinking, communicative competence, and pedagogical analysis skills. Based on modern pedagogical approaches, the article highlights how well-organized vocal lessons contribute to improving students' pedagogical preparedness and emphasizes the effectiveness of vocal performance education in shaping professional-pedagogical competencies.

Keywords

student, vocal performance education, pedagogical skills, professional competence, methodological training, music education.

In recent years, the modernization of the education system, the comprehensive development of the younger generation, and the advancement of national culture and art have been identified as priority areas of state policy in our country. In particular, a number of regulatory and legal documents adopted under the leadership of Shavkat Mirziyoyev serve to bring the fields of education and culture to a new level. The Law of the Republic of Uzbekistan "On Education" [1] defines the training of competitive, highly qualified specialists and the development of their professional and personal competencies as the main goal of education. This document emphasizes the importance of improving the professional skills of teaching staff, introducing innovative pedagogical technologies, and strengthening practical skills. Additionally, the Development Strategy of New Uzbekistan identifies modernization of education and culture, realization of youth creative potential, and improvement of the quality of art education as priority tasks [2].

In the modern higher education system, the process of training future music teachers is organized based on a competency-based approach. Pedagogical competence includes not only theoretical knowledge but also the ability to apply it in practical activities. In music education, particularly vocal lessons, provide opportunities not only to develop performance skills but also to form methodological thinking and communicative abilities. According to modern pedagogical theory, a teacher's professional competence is determined not only by knowledge but also by methodological thinking, communicative culture, creativity, and practical skills. For students in music education programs, vocal lessons serve as an important means not only of developing performance mastery but also of forming pedagogical competencies.

During vocal training, the student:

- learns to control and explain the vocal apparatus;
- works on speech and diction;
- analyzes musical works;
- develops communication skills with the audience;
- acquires the ability to provide methodological explanations.

These processes directly incorporate elements of pedagogical activity. Therefore, it is appropriate to consider vocal lessons not only as a performance discipline but also as an integrative pedagogical platform that shapes the professional competence of a future music teacher.

Today, there is an increasing need to introduce innovative methods and interactive approaches in teaching vocal disciplines in higher education institutions. This is because the

modern educational model requires the student to become an active subject, capable of independent thinking and applying knowledge in practice.

Special attention should be paid to teaching the subject “Fundamentals of Vocal” in music education programs of higher education institutions. This subject plays a key role in preparing future music teachers for professional activity, particularly in vocal performance. In general secondary schools, singing and vocal exercises occupy an important place within music lessons. Therefore, students who have mastered vocal performance skills will be able to properly organize the teaching process in the future, effectively develop students’ vocal abilities, and shape their aesthetic taste.

Vocal art, as a specific type of musical performance, enables the performer to convey thoughts and emotions through voice, poetic text, and expressive melody. Its main function is to evoke aesthetic feelings in the listener, create a musical-artistic image, and exert spiritual influence. Performing a vocal work is a complex psychophysiological process that requires not only natural talent but also systematic and continuous practice. The harmonious functioning of the vocal apparatus is essential in the formation of performance skills. Incorrect teaching methods may harm the student’s vocal apparatus and even lead to throat diseases. Therefore, it is necessary to consider the individual characteristics, vocal range, and physiological capabilities of each student in vocal education.

In the process of developing vocal performance skills, teachers use various pedagogical methods. First of all, the development of vocal hearing is a priority. Vocal hearing is associated with the ability to perceive sound quality, control resonance, and form correct sound production. The subject “Fundamentals of Vocal” is conducted through exercises, technical vocalizations, and artistic works. Properly selected repertoire helps develop the student’s voice and expand technical capabilities. Exercises serve as the main means of consolidating knowledge and skills, eliminating vocal deficiencies, refining sound quality, and preparing for artistic performance.

The concept of vocal performance is related to the human ability to sing and differs from speech by the presence of definite pitch, duration, and timbre. The voice consists of registers, which are groups of sounds with similar timbre produced by a unified physiological mechanism.

Vocal hearing plays a crucial role in vocal performance. It involves not only auditory perception but also muscular sensation. Vibrational and resonator sensations are also important in this process. The performer must not only hear the sound but also understand how it is produced and what processes occur in the vocal apparatus. This skill develops gradually through systematic practice.

Breathing, which is the foundation of singing, is one of the most important components of vocal training. Breathing should be free, steady, and ensure the natural coordination of all systems involved in sound production. Properly organized, calm, and supported breathing produces a “supported tone” [3], which is full, resonant, and artistically expressive.

F. Lamperti emphasized the importance of mental control in vocal training, noting that at the initial stage the performer must work consciously rather than relying solely on voice production [4]. Conscious control of breathing leads to the formation of “supported breathing.” The breathing process involves coordinated activity of the nose, mouth, throat, pharynx, trachea, bronchi, lungs, diaphragm, and chest muscles. This coordination forms the basis of vocal quality. The pitch, duration, timbre, and resonance are key characteristics of the singing voice. F. Lamperti also noted that the expressive capabilities of the human voice surpass those of many musical instruments [5]. Diction plays a crucial role in conveying artistic imagery and poetic meaning. In vocal performance, the unity of musical intonation and poetic text is a fundamental principle of artistic expression. According to Kui, poetry and sound in vocal music are equal forces, and their harmony produces a stronger impact on the listener [6].

Conclusions. During vocal lessons, students as future music teachers must acquire specific pedagogical skills. These skills are an integral part of professional competence and

reflect the ability to integrate theoretical knowledge with practical activity. The criteria identified in this study define the key pedagogical qualities that should be developed in students.

First, students must acquire the ability to provide methodological explanations. This includes clearly, logically, and consistently explaining the main elements of vocal technique such as breathing, articulation, diction, intonation, and voice placement. A student should not only perform correctly but also be able to explain the process to learners in a simple and understandable way. The ability to organize exercises in a pedagogically appropriate sequence, select suitable methods considering age and individual characteristics, is also an important component of this skill. A student with developed methodological explanation skills can systematically plan lessons and effectively deliver educational material.

Mastering these skills enables students to work effectively in their future professional activities, properly guide students' vocal development, and organize the educational process at a high pedagogical level.

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