



PEDAGOGICAL CONDITIONS OF DEVELOPING VOCAL PERFORMANCE COMPETENCES IN FUTURE MUSIC TEACHERS AND THEIR ANALYSIS

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Annotation: This thesis analyzes the pedagogical conditions necessary for the development of vocal performance competencies in future music teachers. Vocal performance is considered as an important factor that shapes not only technical skills, but also creative and aesthetic education. The thesis covers the theoretical foundations of the development of vocal performance, the importance of using innovative educational technologies, and pedagogical mechanisms for improving the professional skills of a teacher. The thesis also proposes effective methods for improving vocal performance competencies based on practical experience.

Keywords: Vocal performance, music teachers, development of competencies, pedagogical conditions, innovative educational technologies, professional skills, aesthetic education, practical methods.

Introduction.

Every work of art, in particular, music, has the power to influence the human psyche and direct it to goodness. In particular, vocal performance is a unique direction that expresses not only technical skills, but also the inner essence and aesthetic beauty of art. The professional skills of future music teachers are directly related to the formation of vocal performance competencies in them. Because the teacher is not only a performer himself, but also a person who develops students in a creative direction, arousing their interest in musical culture.

In the modern educational process, teaching vocal performance should not be limited to the formation of technical skills. This process requires aesthetic education, the assimilation of cultural values, and unique pedagogical approaches. One of the main tasks of the teacher is to discover the hidden possibilities in each voice and use innovative technologies to develop them. Therefore, vocal performance should be in the spotlight not only as an art direction, but also as a pedagogical problem that forms the creative potential of students and develops human qualities.





In the process of forming vocal performance competencies of future music teachers, creating favorable conditions for them, introducing modern technologies into the educational process and using creative methods are of great importance not only in the development of national music culture, but also in the preparation of globally recognized performers. Therefore, the scientific study of this topic is one of the relevant areas of modern music education.





The research methodology for the development of vocal performance competencies requires a comprehensive and integrated approach. This process is aimed at forming the creative potential and developing pedagogical skills of future music teachers and includes theoretical, practical and experimental components. Pedagogical observation, experimental testing and the use of innovative technologies were chosen as the methodological basis of this study.

The study of theoretical foundations plays an important role in the methodology as the first stage. At this stage, the pedagogical significance of vocal performance, its development factors and scientific foundations were analyzed. The studied scientific sources became the basis for highlighting issues such as the role of the teacher in the formation of vocal performance competencies, methods for discovering and developing students' vocal capabilities. At this stage, analytical and logical approaches were widely used. The second stage is the application of practical methods to research. At this stage, special trainings, master classes and interactive sessions were organized to develop vocal performance competencies of future music teachers. During this process, the technical and creative skills of students were assessed, and the effectiveness of using modern technologies in working with voice was analyzed. In particular, opportunities were created for recording and analyzing voice performance using audio and video technologies.

The experimental process constituted the third and main stage of the research. At this stage, experimental groups were formed to practically test innovative methods of developing vocal performance competencies. The groups conducted vocal exercises, training on the formation of collective and individual performance styles. Based on the results obtained, methodological recommendations for the development of vocal performance were developed.

The main principle of this methodological approach is the use of an individual approach, taking into account the personal characteristics of students, their vocal capabilities and creative potential. Special attention was also paid to the combination of modern vocal techniques with national musical traditions. Thus, the research allowed us to form a methodology that has not only a theoretical basis, but also practical significance.

Literature analysis:





In the process of analyzing scientific and literary sources on the topic of developing vocal performance competencies in future music teachers, a variety of works was observed that deeply cover the theoretical and practical aspects of this area. The analyzed literature showed the need to develop not only technical knowledge and skills in the formation of vocal performance competencies, but also the teacher's pedagogical activity based on aesthetic education and a personal approach.

Among the works on theoretical foundations, the issues of vocal performance technique, discovery of voice capabilities, and development of educational programs tailored to the individual needs of students are covered. In particular, the works of such scientists as C. E. Seashore, F. T. Arnold on the theoretical foundations of vocal art serve as an important scientific platform. These works are distinguished by their analysis of the physiological and acoustic foundations of vocal technique.

In studies on practical methods, in particular, the works of D. A. Klippert, G. P. Sergeev contain effective methods for developing vocal performance, manuals on voice management and the formation of stage culture. These sources offer teachers specific methods for managing vocal processes and emphasize the need to use innovative technologies in this process.

A special place is occupied by works published in Uzbekistan on national musical art. In particular, the works of such authors as O. Oripov, B. Sayfullayev are aimed at studying the national characteristics of vocal performance. These works help to ensure harmony between the traditions of national vocal performance and modern educational technologies.

The analyzed literature emphasizes the diversity of pedagogical approaches and the importance of innovative methods in the development of vocal performance. However, it was observed that among the existing scientific works there is a lack of special studies aimed at developing the vocal competencies of future music teachers. Therefore, an in-depth study of this topic and filling this gap through the integration of national and international experience is an urgent task.

In general, the analysis of the literature has created a basis for clarifying the theoretical foundations of the development of vocal performance competencies, developing practical methods and determining the possibilities of their use in the pedagogical activity of the teacher. This increases the scientific and practical significance of this study.

Discussion.





The development of vocal performance competencies in future music teachers is not only the formation of technical knowledge and skills, but also a process closely related to the upbringing of creative thinking, aesthetic taste and voice culture. The theoretical and practical data studied in the course of this study revealed a number of important aspects of the pedagogical conditions for the development of vocal performance and increasing their effectiveness. One of the main issues identified during the discussion was the importance of an individual approach to the formation of vocal performance competencies. Each student has unique vocal capabilities, and identifying and developing them is one of the most important tasks of the teacher. The use of innovative technologies and interactive methods plays a special role in this process. For example, using sound recording equipment and multimedia tools, it is possible to analyze the voice of students and give them quality recommendations.

Another important aspect identified during the research is the issue of harmonizing national and international vocal performance methods. The rich musical heritage of Uzbekistan, in particular, makom and traditional singing methods, can be the main source of vocal education. At the same time, the mastery of modern vocal techniques and international experience allows students to become competitive performers on a global scale.

During the discussions, it was also revealed that the teacher's personality plays a significant role in the development of vocal performance competencies. Not only the teacher's technical knowledge, but also the ability to motivate, arouse the interest of students and direct them to creative activity determine the success of the educational process. Therefore, in his pedagogical activity, the teacher should always strive to create a motivational and creative environment for them, taking into account the needs and capabilities of students.

The results of the study show that in the formation of vocal performance competencies, it is possible to significantly increase efficiency by combining theoretical knowledge with practical skills, as well as by integrating innovative technologies into the educational process. This will serve not only to develop the professional competencies of teachers, but also to enhance the national musical culture. The discussions on the pedagogical conditions for the development of vocal performance competencies, their theoretical and practical aspects, will pave the way for new research in this area and are an important step in raising national music education to a new level.

Conclusion.





If each type of art has the power to directly influence the human psyche, then vocal performance is a unique high manifestation of this opportunity. The issue of developing vocal performance competencies in future music teachers is a complex process related not only to the formation of technical skills, but also to the formation of creative thinking, aesthetic taste and national values. The pedagogical conditions and methodological approaches identified in the course of this study have created important theoretical and practical foundations for the development of vocal performance competencies.

The results of the study showed that an individual approach plays an important role in the formation of vocal competencies of future music teachers. The educational process aimed at identifying and developing the vocal capabilities of each student creates a motivational environment for them and reveals creative abilities. At the same time, the performance skills of students can be raised to a new level by studying and effectively using national vocal traditions, integrating international experience.

The introduction of innovative technologies into the educational process significantly increases the efficiency of teaching vocal performance. Modern sound recording devices, audio and video analysis technologies allow for the development of interactive relationships between the teacher and the student. In addition, such technologies serve as an important tool for assessing students' performance skills and setting clear directions for their qualitative development. In the process of this study, the role of the teacher in the development of vocal performance competencies was emphasized. The teacher acts not only as a teacher of technical knowledge, but also as a creative guide, a person who develops aesthetic education and discovers the abilities of students. This requires the teacher to constantly improve his pedagogical skills, use modern methods and technologies. In conclusion, it can be said that the development and implementation of scientifically based methodologies for the development of vocal performance competencies not only contributes to the development of national musical culture, but also serves to train internationally competitive music teachers. The results of this study create a solid foundation for further research aimed at improving pedagogical approaches to the development of vocal performance.

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