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PEDAGOGICAL BASIS OF FORMATION OF INSTRUMENTAL SKILLING SKILLS IN SCHOOL STUDENTS

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ABSTRACT: The article describes the content of the formation of musical performance skills in schoolchildren and its pedagogical basis, the content of the development of students' aesthetic thinking through the formation of musical performance skills in students.

Keywords: instrumental performance, performance skills, student, school, pedagogical skills, knowledge, skills, qualifications.

INTRODUCTION

Today, the level of development of any society depends on the proper organization of its educational work, its attention to science and culture. Education is already a priority factor in determining the global prestige of society, the future of the nation. In this regard, the Presidential Resolution PQ-112 "On Additional Measures for the Further Development of Culture and Arts" sets important tasks [1]. Special attention was paid to the formation of education on the basis of national cultural heritage. His ideas play an important role in educating the younger generation as a harmoniously developed person in the spirit of national consciousness, national sophistication, national culture and aesthetic thinking. As a result, the younger generation will learn about the history of our national music, its unique traditions, j were able to get acquainted with the genres, performance styles and the rarest examples. It also helps to nurture students' aesthetic thinking through their works for instrumental music, which are the product of modern composition, while at the same time helping to shape students' artistic tastes. The

professionalism of teachers working in the field of music education, the theoretical foundations of music education, practical performance skills and thorough training in teaching methods play an important role in this. Introducing and performing our songs and melodies, masterpieces, which play an important role in the treasury of our cultural and spiritual heritage, will be an invaluable factor in the future development of our society as harmoniously developed people, creators of the future. . Theoretical and practical concepts of instrumental performance, methods of performance, schools of performance, famous performers, the ideological content of the works, their artistic and aesthetic ideas, the content of education and training through the masterful performance of the work. The issues of ensuring their effectiveness are of special importance, which is why it is important to develop students' performance skills.

In today's education, music differs from other aesthetic disciplines in its relevance and importance. Music lessons are an integral part of the general education system, encouraging

children to develop emotional and creative feelings and enrich their artistic impressions. This is an important way to shape a child's personality. In this sense, attracting students to the art of music, first of all, their listening skills, musical perceptions and, most importantly, the performance skills, which are considered to be complex, will help to increase the number of real artists, cultured and well-mannered young people in our society.

Another important task of the teacher is to instill in students an interest in music lessons and a passion for the figurative and artistic embodiment of music in their performance [2].

The art of music can be explored in a variety of ways, such as talking about the secrets of music and enjoying their sounds. In addition, during the course we can get acquainted with the work of great composers and performers. It means witnessing how difficult it is to create even the lightest and funniest music, and finally to begin a radical study of the world of music, where one can learn to play the instruments on a variety of notes. In order to develop performance skills, the student must first be able to understand and comprehend all the knowledge about music, to have knowledge, skills and abilities about it, to master the means of expression of music, artistic ornaments, performance of notes .

When it comes to imparting knowledge, skills, and competencies to students in a particular field of music, we would like to highlight the following criteria:

1. Students listen to or perform a piece of music with interest and emotion;
2. The need to play the work on musical instruments;
3. Have the skills to work on the artistic performance of the work;

4. Have the skills to work on moans, sighs, words, ensemble, dynamics;

5. Work on gaps and shortcomings that were not achieved during the study;

6. Achieving the performance of melodies in accordance with their content, musical decoration, dynamic diversity during the performance:

7. Pay attention to their behavior during the game and standardize them;

8. Choose the most appropriate way to play;

9. Have your own style of performance and some experience.

Students with such a pool of skills and abilities will have the opportunity to develop musical performance skills. So, what are the criteria for determining the level of performance skills of students? The system of these criteria is reflected in the following, and these criteria help to determine the level of formation of students' performance skills.

These criteria are as follows:

- Increased interest and desire of students to listen to and perform music, to learn more about them;

- Expansion of ideas and concepts about the genre, structure, methods of performance, authors, ideological and artistic content of the melody studied in the course;

- Increased ability to understand and feel the nature of the work of music, means of expression, the essence of musical and artistic images, to express their impressions of the work;

-Development of the ability to understand the artistic content of the work, to embody the imagery in the work in his personal performance;

-be able to express the most delicate, exciting places in the works, quotes, moans,

originality, the existing complexity, clearly express the dynamic characters;

- be able to evaluate the performance of themselves and the class team and develop the ability to approach it correctly and creatively;

The correct formation of these skills and competencies will depend in many ways on the fact that music lessons are based on the principles of consistency, structure, continuity, science, the pedagogical skills of the teacher and the effective use of best practices. Every teacher should strive to develop in students the ability to perceive, evaluate and create works that are aesthetically valuable, to form their musical and aesthetic thinking based on the recognized criteria [4]. .

In music education, it is important to arouse students' interest in the science of music. The performance of musical works is of particular importance. The reason is that a student who listens to such works, listens to them and plays them on a musical instrument, develops a love for the art of music and a strong desire to learn it. That is why it is so important to develop students' performance skills. In this case, the performance of the instrument is the most important tool.

In order to play a musical instrument, students must be well-versed in the work, be able to perform even the finest and smallest elements of the work, be able to move freely during the performance, be able to quickly pick up notes, express themselves in music and it is important to be able to play with special emphasis on dynamic characters and ornaments. Only then will the student be able to express their performance skills.

Playing on musical instruments encourages students to concentrate, to hear the notes clearly and vividly, to describe the image in the melody, and to perform with musical

ability [3]. This requires great performance skills from the student. The formation of such performance skills requires great pedagogical skills, musical ability from the teacher. The great pedagogical scientist A.S. Sukhomlinsky summarizes the following points: , must have an infinite love for children - without these qualities, the work of the educator becomes a pain ”[6]. A person with pedagogical skills can achieve great results with little effort. Skill is the ability to organize pedagogical activity competently, and creativity is the ability to organize the content of the lesson on the basis of news, lively and impressive, becoming a constant partner. Music lessons are more labor-intensive, more effective, and more challenging than other classes. This encourages future music teachers to be well-prepared and, in turn, places a huge responsibility on higher education institutions that train music teachers. The great thinker Abu Rayhan al-Biruni, in his book *Osar al-Baqiya*, said: [6], he wishes that every educator would have the same qualities. When a future music teacher sets himself the goal of choosing the teaching profession that is the most challenging and honorable of his professions, he must first include the following.

Thorough mastery of musical knowledge;

- Study of music pedagogy and methodology;

- Demonstrate the dignity and complexity of the teaching profession, its role in society;

- To study the methods of pedagogical behavior, communication, point culture, tactics, abilities, creativity, talent development and their application in pedagogical activities;

- Learning to organize and lead the process of music education;

In developing students' performance skills, it is advisable to teach the following.

- Mastering the methods of diligent teaching of executive secrets;
- Ability to perform skillfully, first of all, in the formation of executive skills;
- Explain important aspects of performance to students during the lesson;
- Go from simple to complex in the formation of performance skills in students;
- To teach students to grasp the smallest elements of the work during the performance;

Each instrument has its own characteristics and capabilities. The colorful colors of the instruments allow them to play unique works. That's why every musician should know his instrument well.

From the dynamics of the melody to the use of each bar, all the methods of performance serve as a means of artistic expression, that is, the state of the word, the quality of the sound must be constantly monitored. Students need to be taught this from the very beginning. Good quality instruments play an important role in the smooth sound of a piece of music.

Particular attention should be paid to nurturing and developing the student's musical consciousness, memory and sense of rhythm, as well as listening skills. To do this, the teacher can take a creative approach to the teaching process, carefully observe the students and find different opportunities to achieve the goal. Here are some of them:

1. To teach the student to perform a work by the teacher, to analyze it together and to explain to the students the artistic aspects, to clarify the content, that is, to adapt the music in the work to the student's worldview and feelings. figurative comparison of sentences.

2. Listen to the melodies and songs on the magnetic tapes with the students, discuss and analyze it, or explain their differences, disadvantages and advantages by comparing 2-3 different performances on a musical instrument.

3. Performing and listening to concerts within and outside the educational institution. After the concert, of course, the teacher analyzes the performance of the concert and shows the students the best performances. However, experienced teachers and talented musicians say that the most important factor in quickly mastering the performance of the work is the ability to perform the music as explained by the teacher. It is through this process that the boundless respect for the teacher, the interest and aspiration for the profession emerges.

5. Listening to and analyzing not only the analysis of Uzbek folk instruments, but also the performance of other instruments in concert or on magnetic tapes. Listening to the same work performed by Uzbek folk instruments and comparing and analyzing the possibilities, means and features of their artistic expression.

Mastering the skills of performing Uzbek folk instruments, the ability to perform works of full artistic value requires tireless work and research. To achieve this level, the student must not only master the skills of playing a musical instrument, that is, a professional instrument, but also have a musical mind that can understand and analyze the performance of works on Uzbek folk instruments. . This means being able to feel the music deeply [5].

By introducing students to the performance of melodies, conducting conversations about the works, analyzing and performing them, they will be able to acquire theoretical and practical knowledge of performance skills, and this activity will have a

positive impact on the formation of students' performance skills. The following forms and methods were used.

1. Listening to the melody, first of all, using magnetic tapes (audio, video, tape recorder, etc.);
2. The music teacher himself: performance with the help of musical instruments;
3. Get acquainted with the essence of the work to be studied during the meeting with famous musicians by inviting them;
4. Introduction to the ideological and artistic content of the work;

The effective organization of music lessons (studying, listening to them) in music lessons depends primarily on the forms of work used by the teacher.

There will be a need to use a number of techniques in shaping students' performance skills in order to maintain knowledge and understanding of performance throughout the course and to develop their knowledge, skills and competencies, which include:

- Theoretical and analytical conversations about executive skills.
- To connect the content of the work with folk traditions and customs.
- To think about the mood of the works.
- have an understanding of musical instruments.
- Organize students' performances in the ensemble.
- to learn the technique of singing and listening to them.
- -Understand the circle methods of melodies and follow them in performance.
- Emphasis on expressiveness, expressiveness and art in the words of the instrument.
- Perfectly learn to play the musical

instruments of their choice and participate in ensembles based on them.

- Teach students to perform individually and form an ensemble.

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