

THE ROLE OF THE TEACHER IN DEVELOPING VOCAL AND CHORAL SKILLS IN STUDENTS

Turgunova Gulshoda Rakhmonjonovna

Graduate student of Namangan State Pedagogical Institute

Telephone number: +998936767050

Abstract

This article analyzes the role of the teacher in the development of vocal and choral skills in students in secondary schools. The article discusses the importance of vocal and choral performance in music education, the role of the teacher in the educational process and methodological approaches. The responsibility of the teacher is of great importance in developing the voice of students, forming musical intuition and improving their group performance skills. This article shows that vocal and choral art can stimulate the creative activity of students, help their personal and social development.

Keywords: Vocal, choir, teacher, motivation, group performance, educational methodology, pedagogical approaches.

Introduction

The Law of the Republic of Uzbekistan "On Education", the "Strategy of Actions for the Further Development of the Republic of Uzbekistan" for 2017-2021, and the Resolution of the President of the Republic of Uzbekistan "On Measures to Further Improve the System of Training Pedagogical Personnel, Retraining and Advanced Training of Public Education Workers" require ensuring the continuity and consistency of educational stages, creating a modern methodology of education, and further improving the content of retraining and advanced training of pedagogical personnel.

According to the Law of the Republic of Uzbekistan "On Education", a Concept of teaching all subjects, including music, has been developed based on the principles of democratization, individualization of education, and taking into account regional characteristics. The subject of musical culture serves to form the spiritual, artistic, and moral culture of students, to implement the education of national pride and patriotism, to develop skills, refinement, artistic taste, to expand the circle of thought, to cultivate independence and initiative. The subject of musical culture is interconnected with all subjects taught in secondary schools, including literature, fine arts, physical education, labor, and other subjects.

Vocal and choral art is an important activity that provides not only musical hearing, but also physical and emotional development in students. Vocal and choral classes create great opportunities for students to develop their musical thinking, creativity and communication skills. The role of the teacher in this process is invaluable, because he directs students not only to musical technique, but also to the development of their creative potential.



The teacher creates opportunities for students to express their thoughts and feelings through music by teaching them vocal techniques, basic principles of voice production, and proper breathing while singing. Also, through choral activities, he teaches students the skills of working in a group and performing musical compositions together. Such activities serve to develop not only musical, but also personal and social skills in students.

Research Methodology

A music teacher is a unique artistic and creative professional who, in addition to his musical, performing and pedagogical skills, must be able to methodically organize and pedagogically manage musical activities in order to develop the musical abilities of students. After all, the level of musical education of students depends on the quality of the teacher's pedagogical qualifications, skills and professional competence. A music teacher must not only have pedagogical talent and abilities, but also have the appropriate level and volume of knowledge in pedagogical ideas, theories, educational methods and technologies. This is achieved as a result of the inextricable mastery of theory and practice by a professional specialist. The goal of the modern pedagogical education system is to ensure the continuous general and professional development of the teacher, as high demands are placed on the teacher of music culture in a general secondary school, in terms of his professional qualifications, personal qualities, and human qualities.

The main guidelines for determining the methods, approaches and stages of research used in the study of the role of the teacher in the development of vocal and choral skills in students are presented. This study aims to determine the effectiveness of the role, methods and techniques of the teacher in the development of vocal and choral skills:

- the purpose of the study;
- the object and subject of the study;
- the methods of the study;
- the participants of the study;
- the stages of the study;
- the limitations of the study.

Singing - gives children a good mood. It develops children not only mentally, but also physically. Because when a child sings, the mouth, pharynx, respiratory tract, chest, in general, all organs are working. In the process of singing, the child is required to sit upright freely and correctly. In the process of singing, the respiratory tract also develops. Many physiological and medical scientists have conducted a lot of research and work on the issue of these processes. Among them, we can highlight N.A. Vetlugina, A.N. Keneman, M.A. Metlov, S.G. Tovbina, E.P. Iova, L.P. Pavlov, A.G. Menabeni and many other physiologists.

When singing to children, attention is paid to the text and melody, when the text and music are in harmony. In a song, the text and musical melody are combined, causing an emotional impact on the listener and awakening various feelings. This sensitivity is of great importance in the upbringing of a child. Even if the child does not understand the meaning of the song from an early age, even if he does not understand its content and music, he expresses an emotional



attitude towards it. As the child develops, his speech and the skills he has acquired throughout life help him understand the song, and the melody in general.

Analysis and Results

To make students morally pure, physically healthy and well-rounded, to develop musical aesthetic taste, and to cultivate their performing abilities is the most difficult and at the same time honorable task of every music teacher. The teacher carries out this task in close cooperation with general education teachers and parents of children.

Vocal art is the art of performing musical works using the voice, which includes not only the quality of the voice, but also the expression of the content of the music. Choral art is the joint performance of a musical work by several vocalists. When teaching these two genres, it is necessary to form in students such skills as the correct expression of a musical work, coordination of voices, and maintaining harmony. The role of the teacher in developing vocal and choral skills in students is multifaceted. He must introduce students to musical taste and aesthetic thinking, and use methodological approaches to improve their performance skills. The main tasks of the teacher are as follows:

1. Formation of students' voices: Since vocal art is closely related to the voice, it is very important to ensure that students use their voices correctly. The teacher should teach students the skills of determining the type of voice, correctly controlling the volume and strength of the voice.
2. Musical hearing and expressive performance: Choral performance is not only a technically accurate performance, but also an expressive delivery of a musical work. The teacher should help students understand the content of the music, teach each type of voice to harmonize with each other and perform beautifully.
3. Technical exercises and methods used: When teaching students vocal techniques, the teacher should use various exercises, methods to expand and strengthen their voice. At the same time, it is very important to carry out special exercises for the choir, to ensure harmony and unity in the choir.
4. Creation and creative approach: the teacher should develop the creative approach of students, teach them to express music with their own personal vision. Each student should have the opportunity to find their own voice color and style of performance.
5. Teaching students to work in a group: in choral performance, the teacher should teach them to work in a group, to sing together and complement each other. An important task is to understand the importance and harmony of each voice in the group and to teach them to hear others.

Teachers use a variety of pedagogical methods to teach vocal and choral art. These include:

- Rehearsal and repetition methods: to improve students' skills through repetition and rehearsal in order to improve their vocal and choral performance.
- Individual approach: taking into account the individual characteristics of each student, an individual approach is used to develop their voice and teach vocal techniques.



- Musical expression methods: to teach the aesthetic and expressive aspects of music, to feel and correctly express music, using various approaches, for example, working through figurative representations, emotional expression.
- Teamwork methods: choral performance is created due to the harmony of many voices, therefore, group work methods and methods aimed at developing mutual cooperation are used.

Discussion

Among all the subjects taught in general secondary schools, students should have a certain level of knowledge, skills and qualifications in the subject of music culture. The lesson is a type of practical training that allows the teacher and students to engage in active musical activities together and to form a team of students and thereby educate students in the basics of musical culture. A lesson is a process of systematic acquisition of musical knowledge, skills and abilities by students as part of the main form of organization of musical education. As a compact and convenient form of organizing education, the lesson embodies the processes of using various methods and methods and ensures the cognitive activity of students.

A lesson in musical culture is an activity that unites all musical activities in the educational process, ensuring the unity of goals, content and methods of education. The essence of a lesson in musical culture is also related to the organization of the process of musical creative cognition of students. After all, a lesson is also a means of organizing students' cognitive activity, the development of the educational process and the musical education of students in a purposeful manner. The most important thing is to ensure the effectiveness of musical education.

The structure of the lesson on musical culture should reveal its internal process, essence and content, and pay special attention to the process of independent creative cognition in the active activity of the teacher and students. After all, in the process of a lesson on musical culture, the teacher ensures the cognitive activity of students. In this case, mass, group forms of organizing education are effectively used.

The teacher's approach to developing vocal and choral skills requires taking into account the individual characteristics of students. Each student has a unique voice, and the teacher's patience, control, and motivational approach play a big role in working with them. In addition to teaching students the correct vocal technique, the teacher should also give them knowledge about the content and expression of music. This, in turn, increases the students' creative abilities and helps them understand the true meaning of art.

In addition, the teacher plays an important role in organizing a choir. In choir performance, the ability to work together and understand each other is formed among students. The goal of the teacher is not only to teach students vocal technique, but also to teach them to help each other in collective performance, to express music with joint excitement. Such an educational process, of course, helps to develop musical communication and further expand the creative and emotional potential of students.

Conclusion

The Resolution of the President of the Republic of Uzbekistan "On additional measures for the further development of the sphere of culture and art" dated February 2, 2022 PQ-112



establishes the implementation of measures aimed at improving the musical knowledge and skills of pupils and students in educational institutions, forming a love for national culture in their hearts, and identifying and supporting young talents. Of course, these tasks can only be implemented through an improved system of musical education. After all, our national musical pedagogy, its traditions and history are the true educators of young people. Musical pedagogical knowledge, of course, is instilled in young people through education and upbringing.

The role of the teacher in the development of vocal and choral skills in students is extremely important and comprehensive. The teacher plays a significant role not only in teaching technical skills, but also in revealing the creative and emotional potential of students, in awakening their interest in music. Each student develops according to his individual characteristics, and the teacher's patient, as well as encouraging approach is the main factor in success in this process.

By working in a choir, students learn teamwork and how to express music together. Teachers help students understand the meaning of music and teach them to effectively combine their voices and expressions. This approach allows them to develop musical thinking and take their musical skills to a new level. The teacher also plays a significant role in increasing students' self-confidence. In order for students to listen to their voices and perform confidently, the teacher must provide them with constant support, encouragement, and a consistent approach. As a result, the right approach of the teacher leads students to the depth of musical art, to its creative and emotional understanding.

In general, the role of the teacher in developing vocal and choral skills is not only about providing students with technical skills, but also includes a comprehensive approach aimed at developing their musical, emotional and creative potential. Therefore, the success of students depends more on the teacher's skills, knowledge and their approach to students.

References:

1. O'zbekiston Respublikasi Prezidentining 2017 yil 17 no yabrdagi "O'zbekiston milliy maqom san'atini yanada rivojlan tirish chora-tadbirlari to'g'risida" PQ - 3391-sonli qarori // "Xalq so'zi" gazetasi. 2017. - 18 noyabr.
2. Akbarov A. Xalq cholgu asboblari orkestri. //Sharq yul duzi, № 9, 1952.
3. Begmatov S. Musiqa. Darslik. 6-sinf. –T., 2017.
4. "Fayziev O., Rahimov Q. Borbad - Sharq san'ati asoschila ridan biri // San'at yo'nalishlaridagi yoshlarni ma'naviy-axloqiy tarbiyalash: izlanish, yechim va istiqbollar. Respublika il miy amaliy konferensiya materiallari to'plami. - Buxoro. 2013.
5. O'zbekiston Respublikasi umumta'lim maktablarida mu siqa ta'lim-tarbiyasi Konsepsiyasi. // "Ma'rifat" gazetasi. 1992, 25-noyabr.
6. Dildora Soipova MUSIQA O'QITISH NAZARIYASI VA METODIKASI, Toshkent-2009.
7. Quronov M. O'zbekistonda umumiy o'rta ta'lim maktab larida milliy tarbiyaning imiy-pedagogik asoslari : Ped.fanl. dokt.. diss. - T., 1998.

