



## Formation of Performance and Creativity Skills of Students in Specialized Art Schools

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**Abstract:** This article discusses the general problems of education in modern pedagogy of musical aesthetic education and the important aspects of music lessons, clubs, amateur art, debates and discussions, art lessons in the system of educating a well-rounded personality.

**Keywords:** Aesthetic education, Musical education, art, melody, rhythm, interval, chords, skill, methodical approach, comparative method, musical literacy, ability.

### Introduction

In recent years, a number of scientific and research works related to the national music culture and its possibilities of developing young people's musical thinking and intellectual abilities can be recognized. In particular, the scientific-theoretical ideas of musicologists such as I.R. Rajabov, Yu. Rajabiy, F. Karamatov, O. Matyakubov, S. Mannopov are of great importance in elucidating the issues of formation of musical thinking of young people from a general theoretical, methodological and historical point of view. These researches are based on the need to give place to issues of creative and critical thinking and social activity of a person in musical thinking.

A number of scientific research works and articles have been published on the scientific analysis of the socio-philosophical, moral-aesthetic, spiritual-educational, pedagogic-psychological foundations of the formation of the musical thinking of students. In this regard, the special scientific research works of scientists such as Q. Rozmatzoda, A. Qambarov can be noted separately.<sup>1</sup>

Constant and serious attention to the problems of aesthetic education, to the beauty of the existence that surrounds a person, to bring young people closer to the world of literature and art is one of the specific features of the school and the system of educating a well-rounded person.

Music lessons, clubs, amateur art, debates and debates, art lessons and dances add excitement to school life, draw students' attention to the issues of aesthetic independent learning and self-education.

### Materials and Methods

"...Today, if we say that the role and importance of the art of music in uniting all well-intentioned people and educating young people in the spirit of high humanistic ideals cannot be measured and evaluated by anything, we will be telling the truth.

If we want to know and study the original, real art, we must first know and study the art of classical status.

If we want to raise art and culture, we must first raise the art of classical status.

<sup>1</sup> Rozimatzoda Q., Kambarov A.A. National music is spiritual maturity. Gulistan magazine. 1996. No. 2. B. 32-33

It is necessary to mobilize all our capabilities so that the melodies, spirit and philosophy of the status take a deep place in the hearts of every person, first of all, in the minds and hearts of our young generation.<sup>2</sup>

With the further development of specialized art schools and the system of education and training of the young generation in general, the position of literature and art in the school is getting stronger. The science of pedagogy created and improved the program and textbooks, created methodical manuals for teachers, developed new forms of attracting students to the world of beauty in the art of life. The artistic and creative activity of students outside the classroom and outside the school has become the most effective factor for the development of the school in the current conditions.

The issues of musical aesthetic education are condemned in connection with the general problems of education in modern pedagogy.

Active development of music perception skills, love for art and beautiful things in the environment, and the ability to creatively express one's feelings in the language of music play a major role in musical aesthetic education.

Active perception of beauty in music requires mental activity. One should never give up on finding an intellectual basis in the creation and perception of music. When we listen to music, we not only feel and experience one or another situation, but we distinguish the material that we do not perceive, and therefore we think.

Cultivation of aesthetic perception, aesthetic tastes, development of artistic abilities always interacts with intellectual and moral education.

The system of musical education in a modern school consists of many elements, such as: music lessons, extracurricular activities in music, choral studios and artistic amateur clubs, vocal and instrumental ensembles, etc. In this chain, mass media plays a very big role. The sum of the educational and developmental means forms a musical-aesthetic environment, in which the interests and needs of students in the field of music are formed.

The main form and basis of education and upbringing of specialized art schools are music lessons conducted on the basis of programs recommended by the Ministry of Education. In the lessons, comprehensive development of students in the field of music is provided, the foundation for their musical culture is created.

"We should never forget one fact: society will not develop if culture and art do not develop in our country. The level of development of our people is evaluated primarily according to our national culture. In this sense, culture is the image of our people and society. As we are starting to create a new image of Uzbekistan, we should start with the development of our national culture," said Shavkat Mirziyoyev.<sup>3</sup>

Music education in the classroom and outside of school relies on the classroom teaching system and consistently develops students' interests and needs in music.

The unique aspect of the music lesson is that, in addition to the tasks of music education, artistic performance tasks are also set in the lesson. These statements apply primarily to group singing, which is an active form of music education at school. Singing in a group develops not only musical abilities, but also the quality of character, outlook, artistic taste, and aesthetic sense. Singing in a group combines various forms of work carried out in the class: singing, musical literacy, music perception, playing musical instruments, vocal improvisation, i.e., free creativity.

A music lesson gives a feeling of understanding the joy of music creation, develops a sense of appreciation for beauty, the ability to enjoy the moral aesthetic content that a composer or folk music has created. In the lesson, all types of creative activity, which are strongly connected with each other, are effective.

<sup>2</sup> From the speech of President Shavkat Mirziyoyev at the opening ceremony of the International Status Art Conference. Shahrizabz, September 6, 2018.

<sup>3</sup> December 25, 2017 Shavkat Mirziyoyev meeting with leaders of culture and art.

Education, training, education of children in the class should be carried out together and in interaction. Teaching the young generation to think independently and creatively is one of the most urgent tasks of Uzbek pedagogy during the independence period. Similarly, finding new and effective ways to teach students to think independently and creatively is important not only for the development of teaching methods, but also for the realization of a well-rounded personality.

In the scientific literature created until now, there are different views on teaching musical students to think independently and creatively, although there are many ways. For example, according to some scientists, the process of teaching students to draw correct conclusions from various scientific information by developing their ability to understand their knowledge is important for the formation of creative thinking skills. The great thing about this theory is that it can be used in all kinds of musical training.

According to the well-known methodologists of musical education, it is recommended to first choose a repertoire for listening to students, select a specific piece of music, and show an exemplary performance of the selected piece. However, scientists have neglected the need to give necessary advice to the student by comparing the performance of the student with the performance of the model. In our opinion, when a student performs a musical piece from the selected repertoire, each section of the piece should be compared step by step with a typical performance. Only then the student will quickly overcome his shortcomings.

According to experts, music literacy classes have two main directions of teaching students to imagine and think. They are a thorough mastering of conventional musical symbols, melody, rhythm, intervals, chords, which are the main form of national music, and formation of conducting skills. The signs specified by the specialist are of a general nature for musical education. In addition, the expert emphasized the formation of "imagination and thinking, imagination". It is true that explaining the unique aspects of national music noted by the researcher and repeating the piece in parts while listening to music, as well as ensuring that music literacy, singing and listening are connected, can help students to develop the skills of creative musical thinking. However, in this process, it is necessary to develop different specific methodological approaches and recommendations.

One of the most convenient ways to teach students to think independently and creatively in music classes is to use the method of performance and comparison in music lessons, which is carried out as follows. For this, it is necessary for the music teacher to conditionally group music classes, taking into account their impact on student education. When grouping music lessons, it is necessary to take into account the attitude of students to music science. Approached from this point of view, the component of the lesson is: listening to music, then music literacy and performance comparison. Especially in the third stage of the lesson - performance and comparison - the student's or teacher's knowledge of the subject is checked. Execution is done by the reader. It is necessary to compare the performance of the student with the performance of the sample and analyze its achievements and shortcomings. Approaching music education in this way encourages the learner to work independently on himself, to approach the performance of a musical piece creatively.

### **In conclusion**

Experiments show that not all students can master music education in the same way. Because their understanding of musical works and attitudes to musical genres are different. Taking into account these aspects, before using the above implementation and comparison method, it is necessary to divide the learners into certain groups, i.e. stratify them.

Development and enrichment of musical creative abilities, formation of musical perception skills, interest in musical art, artistic hobby of students should be carried out according to a well-thought-out and consistent system.

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