

Pedagogical necessity of developing artistic ability in future music teachers

Rajabov Shakhzodbek Bakhrom ugli

Urgench State Pedagogical Institute, Teacher of the Department of Art Studies, Uzbekistan

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Abstract: This article analyzes the issues of forming and developing the artistic abilities of future music teachers from a pedagogical point of view. In music education, aspects such as the stage culture of the teacher, emotional expression, creative approach and artistry are highlighted as the main components of the development of artistic abilities in students. The article also substantiates the methodology for teaching artistic expression tools, pedagogical approaches and the need to use modern innovative technologies in the professional training of music teachers.

Keywords: Artistic ability, pedagogical necessity, stage culture, emotional expression, creative approach, artistry, music education.

Introduction: Art is a magical world that expresses the most delicate feelings of the human soul. In particular, the art of music has the property of being a bridge between hearts by reflecting a person's inner experiences, dreams, hopes and joys through sounds. Teaching such a magnificent art to young people requires not only knowledge, but also high artistic ability and artistic and aesthetic thinking. It is important for future music teachers to acquire not only theoretical knowledge, but also the skills of stage behavior, emotional expression, artistic performances and establishing spiritual contact with the audience. In the modern educational process, a music teacher is required to be not just a teacher, but also a kind of creator, promoter of art and a source of inspiration. Therefore, the formation of artistic abilities in future teachers is considered not only an important direction of their professional training, but also a pedagogical necessity. This directly affects the effectiveness of the musical education process, the formation of aesthetic taste and artistic worldview in students. So, today, it is an urgent issue to identify pedagogical approaches, methods and tools aimed at developing the artistic potential of future teachers in music education, and to implement them in practice. After all, art that conquers hearts is a virtue that truly reaches from heart to heart. Such a virtue is manifested through music teachers who sincerely create and constantly develop their artistic

abilities.

The personality of a music teacher is not only a set of knowledge, but also a combination of artistic and aesthetic feelings, stage culture, emotional expression and creative thinking. In particular, today, the essence of music education is not only to teach students an instrument or vocals, but also to awaken their souls, form artistic thinking, and cultivate a sense of feeling and love for music. In fulfilling such a great task, the teacher's artistic ability becomes the main foundation. The development of artistic abilities in future music teachers is not a matter of chance or only of innate talent. It is, first of all, a complex process that is formed through a purposeful pedagogical process, an effective methodological approach and regular creative training. Every teacher who appears on stage in front of students should be able to leave an artistic impression with his movements, gaze, voice timbre, and even silence. Because music education is not a simple transfer of information, but the art of conveying emotions, creating a musical image.

In this way, activities such as acting, emotional exercises, stage movements, pantomime, intonation and mimicry play an important role in the formation of artistic abilities. For example, during the lesson, the teacher's emotional interpretation of a single musical piece, its figurative depiction, and the ability to immerse students in the spirit of this piece leave a deep

impression of music in their hearts. Modern digital tools and multimedia technologies also expand the possibilities of artistic expression of future teachers. Through virtual stage simulations, audio-visual presentations, and online concert analyses, students independently analyze their performances and learn to work on themselves. This, in turn, activates their creative activity. Most importantly, artistic abilities are professional responsibility, a sincere desire to create, and a force that excites the listener. This force, in turn, inspires pedagogical work and turns each lesson into a work of art. Therefore, artistry in music education should be recognized not only as an ornament, but also as a necessary pedagogical component that increases the effectiveness of education.

Literature analysis (review)

Scientific research, theoretical and practical studies conducted on the formation and development of artistic abilities in future music teachers clearly demonstrate the important place of this issue in the educational process. In particular, the works of foreign and domestic pedagogical scientists serve as an important source for revealing the emotional and aesthetic content of music education. For example, V.A. Sukhomlinsky's principle of "influence in education through the heart"[4] also considers the artistic abilities of a music teacher as a pedagogical tool. He notes that if a teacher can turn his lesson into a work of art, he can deeply penetrate the psyche of the student.

In the studies of local scientists A. Jo'rayev[2], Z. Kholboyeva[5] and others on music education, special attention is paid to the issues of the teacher's personality, creative abilities, artistic and aesthetic education, stage culture and pedagogical skills. According to A. Jo'rayev[2], each music teacher should constantly develop his artistic potential, become not only a teacher of knowledge, but also an artist-pedagogue who conquers the hearts of young people.

Also, modern studies, including the works of M. E. Berkovich[1] and I. S. Komissarov[3], are enriched with recommendations on the methodological foundations of artistic expression for music teachers, teaching acting elements, and developing stage movement and mimicry.

The introduction of digital educational tools into music education has also led to the creation of new literature, scientific articles and manuals in this area. These resources are aimed at integrating not only technical, but also artistic and artistic aspects in future music teachers, and serve as an effective tool for improving the quality of education. In general, the analysis of the literature shows that the formation of artistic abilities is not only art, but also an integral part of education,

and there are scientifically based approaches and methodological recommendations in this regard. Combining them with modern pedagogical technologies will serve to bring the professional training of future music teachers to a new level.

DISCUSSION

In the professional formation of future music teachers, artistic abilities are not just a decoration, but the heart, the living soul of the entire educational process. After all, a music teacher should not only be a source of knowledge, but also a source of inspiration that arouses feelings, leads to an aesthetic world. From this perspective, artistic abilities are the power of the teacher to influence through his voice, movement, facial expressions and inner feelings. Practical observations and analysis of scientific literature show that the presence of artistry in pedagogical activity enlivens the lesson, changes the student's attitude to music, and makes the lesson memorable. Especially when working with the modern younger generation, skills such as emotional expression, figurative speech, stage culture enliven the educational process, making it interactive and effective. Therefore, these aspects cannot be ignored in the training of future music teachers. Unfortunately, in some educational institutions, theoretical knowledge is still a priority, and practical creativity and the use of expressive means are secondary. This does not prepare students to go on stage, behave freely, and express their feelings through music. However, freedom on stage is not only a product of technical knowledge, but also inner confidence, artistic thinking and artistic experience. Therefore, pedagogical approaches to music education should be fundamentally revised, special courses, practical classes, and trainings based on acting elements should be introduced, aimed at developing the artistic abilities of future teachers. Because every teacher, like an artist on stage, should make an impression on the listener and reach the heart. This can only be achieved through teachers who are working on themselves, are creatively searching and sincerely love art. Artistic abilities should be considered not only as creative opportunities, but also as a pedagogical necessity. Because it is this quality that makes the lesson of a future music teacher unforgettable, awakens love for art in the student's heart and leads him to humanity.

CONCLUSION

Art is not taught, it is felt. It is this fact that makes the personal artistic and artistic potential of the teacher the most important factor in music education. A future music teacher is not an ordinary professional, but an ambassador of art who finds a way into hearts. He not only teaches notes, but also instills beauty, goodness,

and aesthetic pleasure into the student's heart through musical works. And artistic abilities are a necessary tool for fulfilling this noble task.

The changes taking place in the field of education today, the need to activate the creative activity of students, are further strengthening the pedagogical significance of such aspects as stage culture, emotional expression and artistic thinking. A teacher with artistic abilities turns his lesson into an artistic performance, shaking the hearts of the listener with every melody, every word. And such a lesson is not forgotten, it settles in the heart. In short, the development of artistic abilities in the training of future music teachers is not a simple choice, it is a pedagogical necessity. Every educational institution, every teacher who understands this necessity, should prioritize creativity and an aesthetic approach in their work. Because the transformation of art into reality, the transformation of hearts, can only be achieved through a teacher who sings with his heart, teaches with his heart.

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