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Modern Approaches to Piano Teaching in Uzbekistan

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Annotation

In Uzbekistan, at the present stage of development, a significant reform of the education system is being carried out, related to the content of educational programs and the introduction of innovative technologies, justified by the requirement of educating a harmoniously developed personality, competitive personnel.

An important task was the formation of creative thinking and productive activity of students for the free realization of personal opportunities and abilities in society. From the first years of gaining sovereignty in Uzbekistan, the issue of reforming the education system has become one of the key issues. It should be particularly noted that the fundamental difference between educational reforms in the Republic of Uzbekistan is the guarantees of the state in creating conditions for the gradual progressive development of the system of continuing education and its proper quality. Being the basis of the personnel training system that ensures the socio-economic development of the Republic of Uzbekistan, continuing education creates the necessary conditions for the formation of a creative, socially active, spiritually rich personality and advanced training of highly qualified competitive personnel.

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From the first years of gaining sovereignty in Uzbekistan, the issue of reforming the education system has become one of the key issues. It should be particularly noted that the fundamental difference between educational reforms in the Republic of Uzbekistan is the guarantees of the state in creating conditions for the gradual progressive development of the system of continuing education and its proper quality. Being the basis of the personnel training system that ensures the socio-economic development of the Republic of Uzbekistan, continuing education creates the necessary conditions for

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At each stage of the reforms, innovative technologies are introduced into the system of continuing education, the vast experience of pedagogical innovations and modern experimental approaches to education is generalized. The most important elements of transferring the accumulated experience to the younger generation are the links of secondary and Higher education. They can effectively solve the following tasks: teach methods of working with information, ways to create new knowledge, and most importantly, ways to maintain the necessary level of knowledge about the developing world. All these qualitative changes have led to the formation of a national model of education.

The intellectual capabilities of the individual are one of the basic psychological resources that underlies self-sufficient, initiative and productive life. Music education implements the psychological function of education: it creates conditions for the formation of the inner subjective world of the individual, taking into account the uniqueness, value, unpredictability of the psychological capabilities of each child. The purpose of this learning process is to expand and complicate the individual intellectual resources of the individual. If earlier the teacher's key task was set as follows: "how to treat a student so that he most successfully mastered the necessary skills," now the main problem of teaching is formulated fundamentally differently: "what should be the content of training so that the creative personality of the student develops fruitfully." At the same time, we mean not just the adaptation of the content of a particular subject to the individual and age characteristics of the student, but its cardinal transformation, taking into account the real psychological mechanisms of intellectual and creative development of the individual.

The effectiveness of learning should be related to the nature of the changes that occur under the influence of the educational process in the subject of learning. Accordingly, as a criterion for evaluating the effectiveness of certain principles, approaches, methods and forms of learning, not only indicators of the formation of knowledge, skills and abilities, but also indicators of creative and intellectual qualities that characterize different aspects of a student's development should act.

In this regard, modern piano teachers need to rethink approaches, principles, methods, forms, means of teaching piano performance, to carry out a theoretical study of the structure and content of the teacher's professional activity in the piano classroom of a music school to determine those stages of work at which the manifestation and aggravation of the main problem situations occur, as well as to specify the factors and conditions that provoke their manifestation.

In parallel, it is necessary to concentrate attention and efforts on achieving the main goals of professional music education, in particular, the formation of professional qualities, which, as a rule, mean all intellectual abilities, physical capabilities, psycho-emotional characteristics, the presence of which is necessary for a pianist to achieve a high level of professional performing skills. Thus, the formation and development of significant professional qualities is one of the primary pedagogical goals and at the same time urgent problems.

One of the essential reasons for the relative isolation of the performing and pedagogical sphere is that in the field of musical art and, consequently, the transfer of the corresponding performing experience to students, creative imagination and intuition play a significant role. These factors, which generally have a beneficial effect on the pedagogical process, make it difficult to systematize, which makes many valuable pedagogical achievements only separate "insights" when working (usually individually) with one student and prevents the dissemination of pedagogical experience.

Meanwhile, a thorough study of the pedagogical experience of the largest authorities in the field of the

studied subject - music - is necessary for future teachers. Moreover, we are convinced that the study and comprehension of the valuable pedagogical experience of the largest performing musicians is also advisable for representatives of non-musical professions - provided that the categories and concepts adopted in the pedagogy of musical performance are translated into a universal general pedagogical language. In this case, this experience can be in demand in a variety of fields of pedagogy. The current situation, in which the huge information accumulated as a result of the long-term work of many of the brightest personalities - performers and teachers, which were the largest domestic pianists, is in demand only in a narrow circle of musicologists and partly performers, should be changed.

One of the most developed areas of pedagogy of musical performance is piano pedagogy (or pedagogy of piano performance), in which, thanks to the universal properties of the piano as an instrument, as well as the wealth of piano literature, the most advanced pedagogical achievements are concentrated. The outstanding achievements of the Uzbek piano-pedagogical school are well-known and universally recognized.

If we consider the actual performing training of music teachers, then she has accepted only a part of the traditions of Russian professional music education (the specifics of the professional training of music teachers provide for a limited knowledge of musical and performing skills relative to the level of development of the performing arts in general); at the same time, this relatively small part of the performing tradition is covered in detail by pedagogical science, concentrated in pedagogical universities, and the main performing tradition, concentrated in performing universities, is clearly insufficiently studied by pedagogical science.

The existing mutual isolation of scientific research in the field of training specialists for the system of general music education, on the one hand, performers and specialists for the system of professional music education, on the other, is artificial. If we consider the content of professional training of students of music and pedagogical faculties of pedagogical universities, it becomes clear that its musical-theoretical, musical-historical and performing components are not a product of the system of music and pedagogical faculties as such, but are borrowed from the traditions of domestic professional music education. Of course, this content has gone through a process of long-term adaptation to the needs of the music teacher profession, but the general principles of professional music education continue to operate, which largely determined the high professional level of training of music teachers in Uzbekistan.

As a result, there is an inevitable narrowing of the scope of studying the content of the musical-performing and pedagogical tradition; the deepest professional layers are excluded from it, in which, meanwhile, the special value of the achievements of the pedagogy of musical performance consists. Such a narrowing of the content of research, leading to a narrowing of the content of the very professional training of future music teachers, leads to the fact that the content of the work of a music teacher in a secondary school becomes poorer and more primitive; it does not include a fully powerful general cultural layer, which is the heritage of the national pedagogy of musical performance.

Currently, the technology of modular training is widely used in music education in Uzbekistan, the most relevant is the development of methods for developing students' performing abilities through the synthesis of modern pedagogical and information technologies, replenishment of their resources. There is an increasing need to improve and improve modern requirements for performing arts classes based on the organization of creative processes and the involvement of technical training tools in solving this problem.

The basis of modular training is an educational module that includes a complete block of information and a target program of student actions. The technology of the modular approach can also be used in

the process of teaching a special piano course. The teacher's methodological recommendations for the successful implementation of this program are initially the main principle in teaching students a special piano course. The concept of a modular approach can be introduced at all levels of education: from a micromodule to a multi-level modular complex, which is a learning model that prepares students for the future of real life.

Taking into account the musical abilities and the degree of preparation of students is an important element in the process of introducing modern methods of work in the piano classroom. New methodological approaches imply the development of modern textbooks for young musicians, since the traditional principles of equating students need a new look and update. Therefore, many teachers are engaged in the development and creation of original collections of piano teaching designed for any level of complexity.

However, many teachers do not want to recognize modern methodological guidelines and continue to use traditional and familiar ways of working. Unlike traditional textbooks, modern textbooks are equipped with a lot of interesting and fascinating materials, which helps the student to facilitate the learning process, psychologically liberate himself and show his abilities. Thus, the introduction of modern forms of education is proof of the improvement of music education. After all, the main principle of the teacher's work is to awaken the student's interest in the learning process, active participation and disclosure of spiritual and moral potential.

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