

**PROFESSIONAL DEVELOPMENT OF THE FUTURE MUSIC TEACHER IN THE
PROCESS OF SPECIAL VOCAL-STYLISTIC TRAINING**

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Annotation: This article discusses the theoretical and practical foundations of professional vocal training on the future teacher's self in the development of performance style training in students studying vocal performance.

Key words: Independent work, music, vocal and stylistic training, competence, individuality, integration.

Introduction. Actualization of the goals and tasks of modern education has intensified the problem of professional culture of the future teacher, where professional self-development takes a special place as an integrated activity that ensures the specialist's adaptation to the changing reality. In the context of professional self-development, independent creativity, innovative thinking, reflective activity, predicting and designing learning and development are realized. Pedagogical creativity involves the complex and variable use of the entire set of basic theoretical knowledge and practical skills, the ability to see problems in various pedagogical situations and understand the methods of solving them, the ability to pedagogic reflection, critical self-esteem and includes a willingness to improve oneself. All this encourages the search for new content and forms of professional training of the future music teacher in the process of special vocal training, emphasizes its methodological component, the most important component of which is the training process, as well as further professional and creative activities. is the ability to develop oneself.

In the research of a number of musicological scientists, the general laws of the process of formation of the process of professional and personal self-development of the teacher have been determined. The pedagogical categories "self-development", "professional self-development" were the subject of research in the works of V. I. Andreev and S. V. Ermakov . At the same time, these works together reveal individual ways of forming self-development, objective creative tasks and pedagogical situations. The issues of professional self-development of vocal performance teachers, especially future music teachers, remain outside the scope of serious scientific research, which is impossible outside the processes of self-development of a teacher-musician. it is contrary to the specific characteristics of professional, creative formation.

Vocal and stylistic training plays an important role in the professional training of a teacher-musician, which is a certain professional vocal culture, academic singing style, the laws of professional singing voice formation and the fundamentals of vocal methodology. is defined as having knowledge about The process of singing is based on specific vocal body sensations, emotional-metaphorical images of the nature of energy that occur at a higher level of energy movements. Implementation of this process, especially for students who do not have vocal abilities, is possible only through the formation of vocal thinking and the culture of vocal performance, which in turn is related to the awareness, evaluation and independent regulation of the activities of the organs of voice production. However, until now there are very few scientific studies and methodological developments, representing the possibility of algorithmizing the professional self-development of future specialists in the conditions of vocal-methodical training. The above-mentioned bases are the study of the process of professional self-development of the future music teacher, his specific characteristics in various areas of special training, as well as the

possibilities of translating the found techniques and methods into other types of the teacher's professional activity. confirms that detection is an urgent problem. The history of vocal pedagogy has examples of self-development of professional qualities of high-level performers-musicians, who at the beginning of training have very humble and sometimes seemingly useless initial "working material".

However, with the joint efforts of the teacher and the student, the processes of self-development, self-awareness, self-knowledge, understanding of the tasks of self-management it was possible to develop natural musical information, develop strong skills and abilities, and bring them to a high level of automaticity when conducting targeted work on organization. If there are, it will be possible to solve complex artistic problems. Therefore, the goal of the pedagogical process of the professional self-development of a music teacher in the context of vocal and stylistic training is to master the student's ability to "look at himself", listen, hear and analyze, feel and control them. .

Clarity and expressiveness of intonation, timbral coloring, achievement of sound qualities such as quality and quality, in terms of vocal and stylistic training, the priority factor in the professional development of a music teacher is developed vocal thinking. If we assume that thinking is generally a process of solving problems in a certain subject area, then vocal thinking refers to the process of solving a complex of special musical, artistic and singing problems, while at the same time, paradoxically, the sound-forming components coordinates. Thus, vocal thinking is based on reflection and allows the process of vocal sound organization to be conscious, dynamically developing and constantly self-improving.

Vocal thinking refers to the conscious, paradoxically organized system of sound formation in the human vocal apparatus. The difficulty of identifying and owning the voice, which is an integral part of the teacher's professional skills, is that it is a complex coordination process based on the adaptation of certain muscles, individual and coordinated work of all its components. In popular vocal styles, the vocal apparatus is defined as a complex system of organs, in relation to which the term "coordination" is somewhat conditional, since it has sections that are not subject to voluntary control (smooth muscles, internal muscles, etc.) . However, we defend the position that the basis of the process of vocal performance development is precisely the mastery of coordination processes.

In the course of our scientific activities, we have developed and successfully tested a methodology for self-development of vocal performance skills, the consistent use of which allows us to obtain a singing voice with high quality characteristics.

The development of vocal skills takes place in the course of special structured multi-year training, the conditions of which are not strictly regulated, since the voice process is carried out individually and the speed of mastering the proposed material is the same for all students. cannot be. The teacher is entrusted with the task of creating a methodologically precise educational system that is not abstract, but focused on the individual. In our opinion, verbal forms of control of voice production are not very effective in the process of vocal performance, therefore, the main principle of our methodology in voice formation is the invisible product of our search activity - the organization of visible components in sound production. Therefore, the main task of the work is to improve a certain initial vocal material through professional self-development, because none of the human muscular apparatus has the same level of individuality as the voice. Based on the explanation that the voice is a freely moving product of the activity of the human body, we guide the student to develop and encourage the reflection of the nature of vocal performance. By providing students with theoretical material about the components of sound formation, we

immediately determine the interdependence of all components of the singing process and form a holistic form of future work. Through the independent, individual coordination of vocal performance elements during the lessons, the process of self-knowledge and self-awareness begins, which in the future will turn into professional self-development, that is, the teacher o He will be able to improve himself by relying on the knowledge of the laws of sound organization in his nature.

The methodology we offer implements the principles of perfect self-integrity, continuity, individuality and dynamic development, which allows the student to rise to a new level of professional self-improvement every time. In general, the whole process of voice formation cannot be carried out outside of self-development, because it relies on a unique, individual set of natural inclinations and abilities, physical, anatomical structural features, intellectual, emotional, mental development of a person, etc. The task of the teacher is to offer the student a logically based professional training system, to direct him to the path of creative understanding and implementation based on his personal qualities, professional priorities, that is, to the path of self-development. The process of professional self-development in terms of vocal training is divided by us into several stages that are logically related to each other.

CONCLUSION

The information, conclusions and recommendations obtained from our scientific activities, formed on their basis, pedagogical technologies used for the professional self-development of students and its development in separate disciplines, especially in connection with individual musical performance, allows us to emphasize that it should become the main part of professional training for future teachers.

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