

WAYS TO USE THE FORTEPIANO JOURNAL TO INCREASE THE CREATIVITY OF FUTURE MUSIC TEACHERS

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ANNOTATION

This article discusses ways to use piano accompaniment to enhance the creativity of future music teachers and techniques to enhance the professional competence of future music teachers.

Keywords: music teacher, piano player, composer, component, repertoire;

INTRODUCTION

It is known that in order for a future music teacher to be able to apply in practice the knowledge he has acquired from the elementary theory of music, it is necessary to have a certain pedagogical ability in addition to his teaching methods. Ways to use piano accompaniment are also important in enhancing their creativity.

MAIN PART

The future music teacher carries out his pedagogical activity on the basis of the use of piano accompaniment in improving his professional skills. Undoubtedly, the process of using piano accompaniment by future music teachers is multifaceted and complex. It should be systematic, continuous, evolving in nature, and based on a unity of theoretical, methodological, and practical training.

The knowledge, skills, and communication skills that music teachers need to acquire are identified. It was prepared as a specialist for the future teachers of music culture, secondary schools and vocational colleges. Music teacher - the new education system plays an important role in the lessons of "Music Culture" from advanced pedagogical technologies, depending on the level of components studied, as well as the achievements of science to date.

Also, a variety of songs played on the piano help the orchestra. For example, these are subtext for the simplest intonation exercises that K.A. Martinsen used in a variety of ways, such as "Fifth Interval," "Large and Small Triads," "Rise and Fall Scale," and a variety of exercises. However, the provision of complex exercises is also included.

If we consider the process of mastering the piano works of future teachers-musicians of different nationalities, it is necessary to emphasize a number of its features due to the paradox of the current situation in culture: - on the one hand, the desire to include;

- In a global cultural context, recognizing the primacy of universal values;

on the other hand, the importance of preserving the identity, specific value, and semantic content of national cultures.

In describing the difficulties encountered by future teachers in working on piano compositions, all teachers noted the peculiarities of pentatonic music, its difficulty in mastering its intonational language, rhythm, harmony, and the resulting inconveniences, "rudeness." emphasize. At the same time, the teachers emphasize that if you learn more and better, are sensitive to the national heritage, try to find your own "flavor" in each play, any music will be understood and loved.

Recognizing the importance of preparing students of future music teachers to pursue their careers in a multinational educational space, we identified indicators of the readiness of future teachers to use piano accompaniment by folk composers:

- The teacher has the necessary performance skills to interpret the works of composers of different nationalities;
- To acquire special knowledge of national music and works of regional composers;
- Formation of motivations and needs of students to study the national art of music and its use in working with students;
- Education of interest in the works of composers of different nations.

Piano class music provides:

- The content of the work on the collection of technical materials required for transmission;
- Accurate hearing and movement control of nicks in short exercises that allow you to perform all the elements of the technique simultaneously and sequentially
- Selection of repertoire works that are technically useful for students; activation of biting and auditory attention;
- Short exercise game allows you to focus on the right sensations, movements, sound quality:

The uniqueness of music teacher training lies in the need to acquire knowledge, skills and competencies in performing activities. Any post should only be an addition to the journal. Live performance has a more emotional impact on students in journalism. In addition, during the adventure, the teacher can stop and repeat anywhere, focusing the students' attention on specific moments of musical expressiveness.

When we talk about the performance skills of a teacher-musician necessary for the interpretation of piano works by composers of different ethnic groups, we mean the following features:

Conformity of the interpretation to the author's intent (correctness of copying the image of the work, the nature of the science, the tempo);

Quality of technical implementation (accuracy of rhythm, strokes, dynamic shadows, quality of expressions, use of the pedal, the presence or absence of stops and false notes)

CONCLUSION

How to use piano accompaniment is the music theory of future music teachers. Knowledge teaches to connect practical experience with life, to understand music, to imagine. Helps to shape musical and professional culture while mastering creative and performance skills.

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