

**METHODOLOGY FOR DEVELOPING SONG PERFORMANCE SKILLS IN
STUDENTS OF MUSIC EDUCATION PROGRAMS**

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Abstract

The development of song performance skills among students of music education programs is crucial for their future pedagogical activity. In this regard, the study highlights the theoretical foundations of the vocal training process, the factors influencing the formation of performance mastery, and modern pedagogical approaches. It also examines methods aimed at developing students' vocal abilities, stage culture, and musical taste.

Keywords

music education, song performance, vocal mastery, pedagogical approach, performance competence, musical ability.

In the context of modernizing the education system, preparing students of music education programs as well-rounded, creative, and highly competent specialists is one of the most pressing issues today. In particular, the development of song performance skills in future music teachers plays an important role in their professional activity. This is because song performance encompasses not only musical knowledge and skills, but also stage culture, aesthetic taste, creative thinking, and pedagogical mastery.

In our country, the modernization of the education system, the comprehensive development of the younger generation, and the advancement of national culture and art are recognized as priority directions of state policy. In particular, the Law of the Republic of Uzbekistan "On Education" defines the training of competitive, highly qualified specialists and the development of their professional competencies as key tasks [1].

Furthermore, the "Uzbekistan – 2030" strategy identifies the development of youth creative potential and the improvement of the quality of arts education as priority tasks [4; p.12]. Presidential Decrees PQ-112 and PQ-391 also emphasize the need to improve the professional training of music teachers based on modern approaches [2].

According to modern pedagogical theory, a teacher's professional competence is determined not only by theoretical knowledge but also by practical skills, methodological thinking, and communicative culture. In music education, especially vocal classes, serve as an important means of developing both song performance skills and pedagogical competencies in students.

The process of developing song performance skills among students of music education programs has several pedagogical characteristics. First, it is closely related to the development of students' vocal abilities, musical hearing, sense of rhythm, and stage culture [6]. Therefore, pedagogical approaches should be organized taking into account individual characteristics, including identifying each student's vocal range, teaching correct intonation, and developing expressive means.

Interactive methods play an important role in practical training. For example, role-playing games, stage simulations, mentoring systems, and video feedback help improve vocal techniques effectively. At the same time, an individual approach allows identifying students' strengths and weaknesses and providing appropriate pedagogical recommendations.

The following pedagogical principles play a key role in practical training:

1. Systematicity and continuity – vocal and performance training should be conducted consistently and progressively.
2. Practical orientation – theoretical knowledge should be reinforced through practical performance activities.
3. Individualization – training should be adapted to each student.
4. Reflection – students’ performance activities should be analyzed, enabling them to identify and correct their mistakes.

In addition, aesthetic taste and stage culture are important pedagogical factors in developing song performance skills. Students are trained to express emotions, interact with the audience, and select appropriate performance styles during regular practice sessions [6].

The results of the study showed that interactive methods and individualized approaches are significantly more effective than traditional methods in developing song performance skills. Students demonstrated improved vocal abilities, increased stage confidence, and enhanced creative expression. Moreover, mentoring and video feedback helped identify and correct performance errors in a timely manner, contributing to the development of self-assessment skills. As a result, pedagogical approaches improved not only technical skills but also students’ creative and psychological readiness.

The study revealed that developing song performance skills is closely linked to enhancing students’ vocal abilities, stage culture, and musical taste. Interactive methods, individual approaches, mentoring, and video feedback were identified as effective pedagogical tools. Reflection and systematic approaches in practical training contributed to improving students’ creative activity and self-assessment skills. Taking into account individual characteristics significantly improved learning outcomes.

Thus, the development of song performance skills among students of music education programs is a complex and systematic pedagogical process. The study confirmed that interactive methods and individualized approaches are key tools for effective skill development. Reflection and mentoring systems play an important role in students’ creative and professional growth. The widespread implementation of these approaches enhances the training of qualified and creative specialists in music education.

The study also identified several pedagogical features of developing song performance skills. First, vocal performance skills have a complex nature. They are formed through several key components: vocal hearing, breathing technique, articulation and diction, as well as musical thinking and artistic expression. The development of vocal hearing enables performers to control sound quality, contributing to high-quality performance outcomes [5; p.67].

The study also demonstrated that innovative methods are effective tools in developing song performance skills. Micro-teaching, role-playing, and video-based analysis methods enhance students’ independent thinking and pedagogical flexibility. Thus, modern pedagogical approaches and interactive methods contribute to the comprehensive development of song performance skills and increase students’ creative and professional potential.

In conclusion, the development of song performance skills is a complex and systematic pedagogical process that requires simultaneous formation of vocal abilities, musical taste, stage culture, and creative thinking. Vocal performance skills are complex in nature and include vocal hearing, breathing techniques, articulation and diction, as well as musical thinking and artistic expression. The study showed that the development of vocal hearing enables control over sound quality, while proper breathing serves as the foundation of singing. Therefore, developing students’ vocal abilities is a central element of the pedagogical process.

In music education programs, developing song performance skills is not only about forming technical abilities but also about the comprehensive development of students’ creative, psychological, and pedagogical readiness. The use of modern interactive methods, individualized



approaches, innovative pedagogical technologies, and reflective practices in training contributes to effective skill development. Systematic implementation of these approaches enhances the preparation of qualified, creative, and modern specialists, ensuring their success in professional activities and improving the quality of music pedagogy.

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