

## **PEDAGOGICAL REQUIREMENTS FOR THE PROFESSIONAL TRAINING OF THE PIANO TEACHER**

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<b>ABSTRACT</b>	<b>KEYWORDS</b>
Pedagogical requirements and tasks for a piano teacher play an important role in achieving the intended goal. This is reflected in the teacher's qualified expertise, skillful performance, understanding and love of children's psychology.	Music, pedagogue, skill, qualification, methods, professional skills, qualified specialist.

### **INTRODUCTION**

Music is one of the most elegant forms of art, which expresses human life, his spiritual world, various moods, colorful feelings with the help of sounds and methods. When the listener begins to understand the language of music, his emotions and thinking become richer, and because of this, he begins to perceive the musical content of the piece more and more deeply. This indicates that a person is entering the spiritual world, the world of spirituality and art.

The social activity of society members is determined by their scientific potential and outlook. The economic, political, social and cultural development of modern developed countries is closely related to the development of science. In the new economic conditions, it is the pedagogue's responsibility to achieve the educational goals, to organize various activities of students and young people, to raise them to be educated, polite, faithful, hardworking, well-rounded people.

Nowadays, attention is being paid to the fact that pedagogues should be professional, qualified and have professional skills, philosophically broad-minded, thoughtful. It should be said that the profession of pedagogy is honorable, but very complicated. To become a good pedagogue, it is not enough to acquire pedagogical theory.

To become a true master of a profession, a person must have natural abilities, certain physical and mental qualities. In order to effectively carry out the work of teaching and educating young people in pedagogical activities, to be worthy of the respect of parents and young students, a person must have the ability, ability, skill, and interest in this work. To work successfully, every teacher must have pedagogical skills. Professionalism is seen in the teacher's acquisition of high-level professional skills and qualifications.

Pedagogical skills are expressed in:

1. Professional skills;
2. Qualified specialist;

3. Qualification;

4. Skill.

Pedagogical skills, pedagogical creativity of teachers, pedagogical technique, mutual cooperation with students in the process of education, communication tactics, speech culture, thinking, spiritual-educational and educational work are of high quality and efficiency. It is seen in the ability to use activities such as organization and implementation. Pedagogical skills can be achieved only by those who have the ability, interest, and talent in pedagogical work.

A skilled pedagogue takes into account the mentality and level of knowledge of students. A pedagogue can be kind and generous to people only if he has high manners and culture, and only then will everyone respect him. A teacher should creatively study universal values and apply them to the educational process. At the same time, it is necessary to preserve and promote our national identity, our traditions that have passed the test of centuries, and our life principles such as always living with faith, and to inculcate them in the hearts of students.

The activity of a teacher is creative in nature. It is known that creativity is needed only when a person faces a problem. The activity of a teacher has such a feature.

Creativity in the activity of a teacher is expressed in the methods of solving these problems, in finding ways to solve them. The source of pedagogical creativity is pedagogical experience. Pedagogical experience is rich in problematic situations.

By advanced pedagogical experience, we understand the pedagogue's creative approach to his pedagogical task, finding new, effective ways and tools for the education of students. Science, literature and other important branches of art, especially music, have a unique place in the spiritual development of a person. Every pedagogue should be a qualified specialist. Let's explain the term qualification here. Qualification is an automated form of performing certain actions and activities and is one of the main categories of pedagogy<sup>1</sup>.

Qualification is a set of knowledge and skills necessary for a person's level of suitability and preparation for a certain profession.

Teacher teacher J. Yoldoshev in the book «Professional development is a factor of education and training» says that «...qualification is the result of training, study, knowledge, skills and intelligence»..<sup>2</sup> Skill is to perform a conscious activity (movement) quickly and efficiently, correctly, with little physical and nervous effort. The content is based on the person's knowledge. In the initial stages of formation, such actions are performed with serious attention, in the later stages, attentional control decreases and, as a result, becomes an automatic action. According to the types of movement, it is divided into three types: movement skills, sensory skills, and mental skills. Skills are maintained at the required level through regular practice (repetition). Failure to repeat for a certain period of time will result in a decrease in skill level. It can be restored by re-training and training.<sup>3</sup>

The educational value of musical art for the young generation requires not only listening to music, but also the formation of students' independent knowledge of this art.

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<sup>1</sup>Pedagogy, Textbook under the editorship of M.Kh. Tokhtakhojayeva. Tashkent. "National Society of Philosophers of Uzbekistan" Publishing house, 2010, page 33

<sup>2</sup>Anthology of Uzbek pedagogy, volume II T: Teacher, 1999. pp. 229-228

<sup>3</sup>Omonov N.T., Khojayev N.Kh., Madyarov S.A., Eshchonov E.U. Pedagogical technologies and pedagogical skills T: Economy-Finance, 2009, p. 228.

Piano education occupies a special place among individual musical instrument education in music schools. Music education in almost all educational institutions is based on general didactic principles as a scientific pedagogical discipline.

In the system of such urgent tasks, the issue of teaching the young generation to think independently and creatively is of particular importance. Because reforms in the field of education are aimed not only at the training of qualified personnel, but also at the development of the scientific potential of civil society.

The task of piano teaching is not limited to teaching piano playing. The pedagogue should try to instill interest and love in music in students, help them in their general musical development, develop musical creative and performance skills, achieve a deep understanding of their musical works and be able to think independently. In addition to mastering performance skills, students should also be able to practice music.

It is necessary for piano teachers to think about ways to develop general musical education and to acquire sufficient musical literacy so that children can learn to play the piano independently. In the future, it is necessary for them to regularly engage in music and perform basic theoretical analysis of it, learn to easily read from a sheet, and be able to play small pieces.

If the main task of the piano class is to teach children how to perform, the activities of students cannot be limited to performing. In contrast to the traditional system, in which only special tasks of piano education are solved in the current lessons, the main goal is to interest children in music, to encourage them to play the piano, and at the same time to develop their musical activity.

The teacher does not separate different types of activities within the piano, but concentrates them around the student's main repertoire and connects them with the studied works. , they require creativity, imagination and methodical training from the pedagogue. By selecting and systematizing piano pieces in the appropriate way, as well as setting specific tasks for students, it is possible to coordinate the interrelated works aimed at the main task of children's musical maturity and to make them understand music in the unity of various types of activity.

Music pedagogy, based on the general didactic requirements for individual lessons, puts forward a number of specific requirements for individual piano lessons.

Students should be given specific tasks in each lesson. For example, they should be given theoretical information, or their knowledge should be strengthened, their musical literacy should be trained, and they should be worked on to achieve a certain quality of sound.

Logical and emotional factors are coordinated during the lesson. The logical factor is reflected in giving the student a system of knowledge, skills and abilities based on the explanation of the laws of music art and the use of advanced methods of piano education. And the emotional factors are primarily the expression of the essence of art, its impressiveness according to its nature, as well as the creative conduct of the lesson by the teacher, the creation of searching situations, and the creation of creative qualities in the personality of the student.

The quality of the lesson depends more on the preparation of the teacher. Each lesson must first be thoroughly analyzed and evaluated for what it has given the student for the present, as well as for his near and far future development. The teacher should know the repertoire that the students will perform, and in addition to playing these works, he should also imagine various edits and interpretations. The student's repertoire should be continuously enriched with new works, some of them should be read from the sheet, and some should be studied independently, and for this, the teacher should enrich his

pedagogical repertoire and knowledge in the field of children's music. Different types of lessons can be used depending on the specific tasks to be performed with children.

When it comes to providing teachers with a comprehensive set of knowledge, skills and competencies, the teaching repertoire in the piano classroom should be diverse, rich enough, and not only educational for the students, but also it should also be important from an artistic point of view. Fulfillment of these requirements will greatly help in solving the issues of musical-aesthetic education, especially in expanding the scope of artistic thinking of students, as well as in instilling interest and love for music in them by introducing them to famous musicians, and in developing aesthetic taste.

Here are the practical ways to solve these tasks:

1. Using a wide variety of musical works in the educational process so that their plans complement each other when working with different students;
2. In order to gain the necessary knowledge to work on various performance tasks and increase the number of studied works, the repertoire of each student should include complex plays as well as simpler and very easy works;
3. In the educational process, in addition to the plays written for the piano, reworked and simplified national, chamber and symphonic music, reworked music for the piano ensemble, children's songs played on the piano, and works written for the piano ensemble should also be included in the repertoire. In order to educate the love of music, it is necessary to set serious performance tasks based on the age-appropriate works of the students. In order to strengthen the results achieved in the class, daily tasks should be given to memorize as many of the previously studied plays as possible. Performances, concerts and exams are the final factor that shows the level of quality of educational process organization.

It is necessary to specially prepare students for going on stage, to educate their will, to increase their need for creative communication with the audience. If we pedagogues can ensure that our students perform on stage with artistic skill, we teachers will be able to fulfill our task.

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