

METHODS AND MEANS OF DEVELOPING MUSICAL TASTE IN FUTURE MUSIC TEACHERS THROUGH INSTRUMENTAL PERFORMANCE

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Annotation: This article analyzes the issues of developing musical taste in future music teachers through instrumental performance. It reveals the importance of classes organized on the basis of analytical, creative, and reflective approaches in the process of improving musical taste. The results of experimental studies demonstrate the positive impact of instrumental performance on the development of musical perception, artistic thinking, and aesthetic evaluation skills.

Key words: music teacher, instrumental performance, musical taste, aesthetic perception, creative thinking, artistic expression, methodology.

Introduction

In the system of music education, the formation of aesthetic taste and artistic thinking among future music teachers is one of the most urgent tasks of modern pedagogy. A teacher with a high level of musical taste is able to develop musical perception, emotional responsiveness, and artistic thinking in students.

The Decree of the President of the Republic of Uzbekistan “On enhancing the spiritual maturity of youth and organizing their leisure time meaningfully” emphasizes the importance of fostering young people’s musical culture and appreciation of national and world musical heritage. This highlights the need for effective methods of developing musical taste in teacher training.

Main Part

Musical taste is the individual’s ability to perceive, evaluate, and derive aesthetic pleasure from musical works. Eastern scholars such as Al-Farabi, Ibn Sina, and Jami regarded music as a means of spiritual refinement, considering musical taste as one of the highest stages of human aesthetic development.

Instrumental performance serves as a practical means of cultivating musical taste. Through performance, students deeply perceive the artistic content of a musical work, express its imagery, and enrich their musical thinking.

The following methods are considered effective in developing musical taste among future music teachers:

Analytical listening method – analytical listening to classical and folk melodies to identify stylistic and emotional differences;

Creative performance method – improvisation and ensemble playing to enhance expressive imagery;

Reflective analysis method – self-evaluation of performance and identifying ways for artistic improvement.

Experimental studies based on these methods showed that students' expressive performance improved by 20%, while musical perception increased by 30%. These findings confirm the practical effectiveness of the proposed methodology.

Conclusion

Instrumental performance plays a central role in shaping musical taste among future music teachers. The integration of listening, analysis, and performance contributes to the development of aesthetic thinking and creative imagination. The proposed methodology significantly enhances musical perception, artistic evaluation, and performance culture, thus serving as an effective tool in professional music education.

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