

SHORTCOMINGS IN THE ENSEMBLE PERFORMANCE OF NATIONAL SONGS*Aybek Dzhamalov Makhsutovich**Nukus branch of the State Institute of Arts and Culture of Uzbekistan
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Annotation: This article analyzes the main issues that arise in the ensemble performance of national songs and the proposed methodological approaches to address these challenges. The ensemble performance of national songs creates opportunities to enhance the importance of teamwork and improve musical harmony in the music education process. However, intonation errors, lack of rhythmic harmony, and coordination issues among students are evident. The article provides effective pedagogical methods and training techniques to overcome these challenges.

National musical art is an important field that reflects the unique cultural wealth, traditions, and historical heritage of our people. The musical culture of each nation is an integral part of its social life, which plays an important role in the formation of the human psyche, the development of national pride and honor. Musicologist T. Vizgo notes that the "Ayritom frieze is the first material evidence confirming the existence of ensemble performance in Central Asia at that time."¹

National songs express not only musical elements, but also the historical experience, lifestyle, philosophy, and aesthetic views of the people. These songs, with their diverse genres and forms, serve as a rich source for musical performance art. Ensemble performance of national songs, in turn, is of great importance in music education. Ensemble music requires team performance, musical harmony, and the individual contribution of each performer. Ensemble performance of national songs allows not only to preserve the traditional features of music, but also to teach the younger generation to work in a team, to combine musical and aesthetic feelings. However, a number of difficulties arise in the implementation of this process, especially in the system of music education. The problems existing in the process of ensemble performance of national songs in many music educational institutions are related to the insufficient study of interaction between teachers and students, methodological approaches, and pedagogical methods. Existing experience shows that such problems as intonational and rhythmic errors, lack of harmony, low level of individual training of performers, and incorrect choice of pedagogical approaches are widespread in the performance of national songs as an ensemble. This, in turn, reduces the quality of ensemble performance and the effectiveness of music education.

¹ Vizgo T. Musical Instruments of Central Asia. M-1980, .- C.42

The main goal of the article is to analyze the shortcomings in the ensemble performance of national songs and, at the same time, to develop practical recommendations for eliminating these problems. The article also provides detailed information on the main shortcomings observed in the process of performing national songs as an ensemble, the importance of pedagogical methods and methodological approaches. This, in turn, contributes to the development of effective cooperation between students and teachers in the process of musical education, the improvement of musical performance, and the preservation of the originality of national music.

Throughout the article, students' errors in ensemble performance of national songs, the causes leading to these errors, and methodological recommendations for their elimination are presented. In this case, the teacher's pedagogical approaches, methods of conducting classes, tutoring activities, and effective methods of ensemble management are analyzed. As an example, recommendations will be developed based on the errors observed during the performance of national songs as an ensemble in lessons conducted with students last year. With the help of these recommendations, it is possible to improve the quality of performance of national songs and improve the training of students.

The theoretical foundations of ensemble performance of national songs play an important role in musical education, the preservation and development of national heritage, and the improvement of musical performance skills. Ensemble performance is not only the final performance of the music, but also a set of techniques necessary for each performer to contribute, create collective harmony, and enhance the aesthetic value of the music. The process of performing national songs in an ensemble, while preserving the traditional structure of music, also strengthens its meaning for the performer and listener. "In the process of performing a musical work in an ensemble, it is necessary to distinguish two types of abilities: 1. Ability to lead to one's own opinion 2. Readiness to follow others' opinions The first requires strong talent, clarity of thought, the ability to show the emotional aspect of the work's content, and the presence of pedagogical abilities. The second is the closeness of personal and educational characteristics, the breadth of musical worldview and imagination, and especially the presence of qualities of emotional goodwill and the brevity of performance skills. If musicians possess both of these abilities, the possibilities of fulfilling the artistic task in several ways will expand.²" We can use the same technique in ensemble singing.

The main features of national music reflect the historical experience, cultural heritage, and worldview of the people. National songs are considered as a type of art that unites the people, shapes their pride, and expresses their cultural identity. The musical structures, rhythmic systems, and melodic features of these songs reflect the national characteristics of each nation. Ensemble performance of national songs ensures the preservation of traditions and forms of music, and in the process of such performance, the collective and individual contributions of music are combined.

Ensemble performance is the joint performance of a musical piece by many musicians. Musical harmony, timbre, and rhythm are of great importance in the ensemble performance

² THE MAIN CHARACTERISTICS OF PERFORMING AS AN ENSEMBLE F.R.Zuparova. "Oriental Art and Culture" Scientific-Methodical Journal 2023 669-p.

of national songs. Through ensemble performance, each performer feels like a part of the group and collaboratively manages the musical structures. In the ensemble, each performer strives to achieve overall harmony through their appropriate role. This process is important in music education, especially in the development of teamwork skills.

One of the theoretical foundations of performing national songs in an ensemble is the harmonization of musical expressive means. This harmony is reflected not only in the rhythmic and melodic structures of music, but also in the musical relationships between performers. Theoretical research on ensemble performance shows that when each performer contributes their part, the music itself achieves perfect harmony. This makes it possible to preserve the originality and high aesthetic value of music.

When performing national songs as an ensemble, it is important, first of all, to correctly understand the rhythmic and melodic structures of the musical work and perform them in accordance with them. Most national songs are based on traditional rhythmic systems, and each song has its own unique timbre and melodic weight. Therefore, in ensemble performance, each performer, along with correctly expressing their part, must correctly adapt to the overall musical structure.

When performing national songs in an ensemble, many practical difficulties arise. For example, it is necessary to take into account the musical instruments used in traditional national works and their technical characteristics. Some national songs often have a special voice and timbre, which can be performed on only one musical instrument, which requires greater consistency and harmony in ensemble performance. The pedagogical significance of performing national songs as an ensemble is immense. "Like all forms of musical art, ensemble performance is a lively process."³

This process contributes not only to the development of musical performance skills, but also to teaching students to work in a team. In the process of working in an ensemble, students listen to each other's performances and strive to contribute. This, in turn, allows for the preservation of musical harmony, a sense of rhythm, and improvement of performance skills. Through pedagogical approaches, students achieve improvement of their performance skills and improvement of accuracy, harmony, and emotions in the performance of musical works. Methodological approaches to ensemble performance of national songs depend on the teacher's role and pedagogical methods. Teamwork by teachers, the roles of individual performers, and the correct orientation of each student are of great importance. Teachers should explain different layers of music, familiarize students with the general structure of music, and ensure the correct implementation of musical expression through individual and group sessions.

In conclusion, it can be said that the performance of national songs as an ensemble is one of the important aspects of musical education, and at the same time, it is an effective method of preserving musical heritage and teaching it to the younger generation. This article provides a detailed analysis of the main shortcomings and errors arising in the performance of

³ TRADITIONS OF ENSEMBLE PERFORMANCE Nabijan Kadyrov "Oriental Art and Culture" Scientific-Methodical Journal. April 2023. 278-p

national songs as an ensemble, as well as the necessary methodological approaches for their elimination.

Among the observed problems, such shortcomings as intonational errors, lack of rhythmic harmony, as well as an incorrect approach to musical structure, are most common. These problems are mainly related to the preparation of students, the incorrect selection of pedagogical and methodological approaches of the teacher. For example, the lack of coordination and attention to teamwork among students, approaches that do not take into account the individual abilities and needs of students reduce the quality of ensemble performance. However, there are effective methodological recommendations for eliminating these problems. First of all, it is necessary to conduct individual and group classes to increase rhythmic and intonational exercises, strengthen communication between students, and improve the harmony of music. It is also important to improve the pedagogical approaches of teachers, develop an approach suitable for each student, and take into account the contribution of each performer in collective performance.

By performing national songs as an ensemble in the process of musical education, it is possible not only to develop musical art, but also to teach students to work in a team and encourage them to understand and support each other. This, in turn, contributes to the formation of musical creativity, harmony, and aesthetic views of young people. By improving their pedagogical methods and applying modern teaching methods, teachers can successfully convey the traditions and foundations of national music to the younger generation.

At the same time, the effective functioning of pedagogical methods of ensemble performance of national songs makes a great contribution to the development of the music education system, the preservation of national culture, and the musical education of young people. Teachers and educators, the most important thing in this process is to convey their experience and knowledge to young performers, to contribute to their personal development. Thus, the performance of national songs as an ensemble plays an important role in the development of musical art and ensuring the continuity of national music.

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