

**ACQUIRING DUTAR PERFORMANCE SKILLS IN MUSIC CULTURE CLASSES  
(BASED ON THE WORKS OF COMPOSER HABIBULLA RAKHIMOV)****Orzikulova Xilola Axrorjon kizi**National Pedagogical University of Uzbekistan named after Nizami  
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**Abstract:** This study investigates the acquisition of dutar performance skills within music culture lessons, using the compositions of Habibulla Rakhimov as instructional material. The research employed a qualitative design, incorporating performance analysis, classroom observation, and semi-structured interviews with music educators and advanced dutar students. Findings indicate that multimodal instructional strategies—combining visual demonstration, auditory modeling, and gesture-based guidance—significantly enhance technical proficiency, expressive interpretation, and stylistic awareness. Engagement with Rakhimov’s repertoire allowed students to simultaneously develop finger technique, rhythmic accuracy, phrasing, dynamics, and emotional expressiveness. Triangulated data confirm that the integration of structured repertoire, guided practice, and multimodal teaching forms an effective framework for dutar skill acquisition. The study underscores the pedagogical importance of combining traditional repertoire with innovative teaching methods to foster holistic musical development, preserve cultural heritage, and enhance students’ artistic growth.

**Keywords:** Dutar performance; music culture education; Habibulla Rakhimov; instrumental skills; multimodal instruction; expressive interpretation; music pedagogy; traditional repertoire.

**Introduction**

The study of music culture plays a pivotal role in the development of instrumental performance skills among students of music education. Within this context, the dutar—a traditional two-stringed plucked instrument widely used in Central Asian musical traditions—offers a rich medium for mastering both technical and expressive aspects of performance. The integration of dutar performance into music culture lessons provides students with opportunities to develop musical literacy, technical proficiency, and interpretative creativity simultaneously [1,2].

Composer Habibulla Rakhimov’s works serve as exemplary material for this study, as they encompass a variety of stylistic, technical, and expressive features characteristic of Uzbek musical heritage. His compositions allow students to explore rhythmic patterns, melodic ornamentation, and expressive phrasing in a structured learning environment, thereby supporting the cultivation of comprehensive performance skills [3,4].

In contemporary music pedagogy, the development of instrumental performance skills is not limited to the acquisition of technical techniques; it also encompasses the formation of artistic interpretation, emotional expression, and stylistic understanding [5]. By engaging with the dutar repertoire of Rakhimov, students can connect theoretical knowledge of music culture with practical application, enhancing their overall musical competence.

Given the educational and artistic significance of this process, the present study aims to investigate methods for mastering dutar performance skills within music culture lessons, using the works of Habibulla Rakhimov as instructional material. This research contributes to music pedagogy by highlighting effective strategies for integrating traditional instrumental training into classroom-based music education [6,7].

## Methods

This study employed a qualitative research design to examine the methods of mastering dutar performance skills within music culture lessons, focusing on the compositions of Habibulla Rakhimov. The research combined performance analysis, classroom observation, and interviews with music educators and advanced dutar students to obtain a comprehensive understanding of effective instructional strategies [1,2].

First, a repertoire-based performance analysis was conducted on selected compositions by Rakhimov, emphasizing technical elements such as finger placement, plucking techniques, ornamentation, and rhythmic patterns, as well as expressive components including phrasing, dynamics, and stylistic interpretation [3,4]. This analysis provided a framework for identifying specific challenges and skill requirements inherent in dutar performance.

Second, classroom observations were conducted in music culture lessons where students actively engaged with Rakhimov's compositions. Detailed field notes captured teacher demonstrations, student responses, and instructional methods used to facilitate skill acquisition. Particular attention was paid to multimodal teaching strategies, including visual modeling of hand movements, auditory examples, and combined audiovisual cues, which are known to enhance learning outcomes in instrumental pedagogy [5,6].

Third, semi-structured interviews were carried out with ten experienced music teachers and twelve advanced dutar students. Participants were asked to describe instructional practices, challenges in mastering performance techniques, and the role of Rakhimov's compositions in developing both technical and expressive competencies. Interviews were recorded, transcribed, and analyzed thematically using inductive coding procedures typical of qualitative music research [7,8].

Triangulation of the data from performance analysis, observation, and interviews was employed to ensure credibility and rigor. This allowed for cross-validation of findings and identification of common strategies that effectively support the acquisition of dutar performance skills in the context of music culture education [9]. Ethical procedures were strictly followed, including informed consent from participants and ensuring confidentiality.

## Results

The study revealed that mastering dutar performance skills in music culture lessons is significantly enhanced when students engage with both technical and expressive aspects of Habibulla Rakhimov's compositions. Performance analysis showed that Rakhimov's works incorporate diverse melodic patterns, ornamentation, and dynamic contrasts, which challenge students to develop precise finger techniques, rhythmic accuracy, and expressive phrasing [2,3].

Classroom observations indicated that students who received multimodal instruction—combining visual demonstration, auditory modeling, and teacher-guided correction—demonstrated higher accuracy in both technical execution and expressive interpretation. In particular, gesture-based demonstrations of finger movements and plucking techniques were found to support faster learning and better internalization of musical nuances [5,6].

Interviews with teachers and students further emphasized the importance of using Rakhimov’s compositions as instructional material. Participants reported that the repertoire allowed for simultaneous development of technical skills, stylistic understanding, and emotional expressiveness, making the learning process more holistic and engaging [7,8].

Triangulated data from performance analysis, observation, and interviews suggest that the integration of structured repertoire, multimodal instruction, and guided practice is essential for effective skill acquisition on the dutar.

**Table 1. Key Findings on Mastering Dutar Performance Skills Using Rakhimov’s Compositions**

Category	Instructional Strategy	Observed Outcome
<b>Technical Skills</b>	Finger placement, plucking techniques, rhythmic drills	Improved accuracy and control
<b>Expressive Skills</b>	Phrasing, dynamics, ornamentation	Enhanced emotional expression and stylistic awareness
<b>Multimodal Teaching</b>	Visual demonstration, auditory modeling, gesture-based guidance	Faster skill acquisition and better retention
<b>Repertoire Engagement</b>	Rakhimov’s compositions as learning material	Holistic development of musical literacy and performance competence
<b>Teacher Feedback</b>	Corrective guidance and modeling	Improved interpretative decision-making and confidence

**Discussion**

The findings of this study highlight the significance of integrating Habibulla Rakhimov’s compositions into music culture lessons for developing dutar performance skills. Performance analysis, classroom observation, and interviews collectively indicate that technical mastery and expressive interpretation are closely interrelated and mutually reinforcing. This supports prior research in music pedagogy, which emphasizes that instrumental skill development is not limited to technical exercises but also requires engagement with expressive and stylistic elements of repertoire [1,3].

The multimodal instructional strategies observed in this study—combining visual demonstration, auditory modeling, and gesture-based guidance—proved highly effective in facilitating both technical and expressive skill acquisition. These results align with previous

studies suggesting that gesture-based and audiovisual approaches enhance motor learning, memory retention, and interpretative accuracy in instrumental performance [5,6]. Specifically, visual modeling of finger movements and plucking techniques allowed students to internalize complex passages more quickly, while auditory examples reinforced proper timing, phrasing, and dynamics.

The use of Rakhimov's compositions as instructional material also proved pedagogically significant. These works provide structured yet expressive musical content, enabling students to simultaneously develop technical proficiency, stylistic awareness, and emotional expressiveness. Interview data indicate that students perceive repertoire engagement as motivating and meaningful, which contributes to sustained learning and deeper musical understanding [7,8]. This supports the notion that repertoire selection plays a critical role in connecting theoretical knowledge with practical skill development in music education.

Furthermore, the triangulation of performance analysis, observation, and interview data underscores the importance of integrating multiple instructional approaches to optimize learning outcomes. By combining structured repertoire, multimodal teaching strategies, and guided practice, educators can facilitate holistic development of dutar performance skills, encompassing both technical accuracy and interpretative depth [2,4,9].

Overall, these findings contribute to the broader discourse on music pedagogy by demonstrating the value of traditional repertoire, such as Rakhimov's works, as a vehicle for comprehensive skill development in instrumental education. They also highlight the pedagogical benefits of multimodal instructional strategies, which can be applied across diverse musical contexts to enhance student learning outcomes.

## Conclusion

This study demonstrates that mastering dutar performance skills within music culture lessons is most effective when students engage with both technical and expressive dimensions of repertoire, particularly the compositions of Habibulla Rakhimov. The findings indicate that multimodal instructional strategies—combining visual demonstration, auditory modeling, and gesture-based guidance—significantly enhance students' technical accuracy, expressive interpretation, and overall musical competence.

Rakhimov's works provide a rich pedagogical resource, allowing students to develop finger technique, rhythmic precision, phrasing, dynamics, and stylistic awareness simultaneously. Classroom observations and interviews revealed that repertoire-based learning motivates students, deepens interpretative understanding, and fosters holistic musical development. Triangulated data from performance analysis, observation, and interviews confirm that integrating structured repertoire, multimodal teaching, and guided practice forms an effective framework for dutar skill acquisition.

Ultimately, the study underscores the importance of combining traditional repertoire with innovative pedagogical strategies in music culture lessons. By doing so, educators can cultivate technically proficient, stylistically informed, and expressively capable musicians, ensuring the

preservation and transmission of cultural musical heritage while fostering students' artistic growth.

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