PEDAGOGICAL MECHANISMS FOR DEVELOPING STUDENTS' ARTISTIC THINKING IN DUTOR PERFORMANCE

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Abstract: the article highlights the fact that the dutor, one of the Uzbek national instruments, is an art school that embodies ancient traditions, elegant melodies, unique performance techniques and artistic content. Involving students in dutor performance serves not only to develop their performing skills, but also their musical thinking, aesthetic worldview, and spiritual and moral maturity. The art of music is one of the most subtle and effective means that directly affects the human psyche, forms its aesthetic perception, and develops creative thinking. Developing artistic thinking in the process of teaching the art of dutor is one of the most effective ways to preserve national culture, instill love for art, and form creative thinking in future generations.

Keywords: dutar art, musical instrument, melody, creative thinking, musical art, performance technique, art school, national culture, human spirit

Introduction. The art of music is one of the most subtle and effective means of directly influencing the human psyche, forming its aesthetic perception, and developing creative thinking. In particular, the dutor, one of the Uzbek national instruments, is an art school that combines ancient traditions, elegant melodies, unique performance techniques, and artistic content. Involving students in dutor performance serves not only to develop their performance skills, but also their musical thinking, aesthetic outlook, and spiritual and moral maturity.

Today, the use of various pedagogical approaches, modern technologies, and interactive methods in the formation of artistic thinking in the educational process is of great importance. In music lessons, in particular, in teaching dutor playing, stimulating creativity, forming independent analysis, feeling melodies, and the skills of creating and interpreting musical images in the imagination are among the urgent tasks.

This article discusses the scientific and theoretical foundations, pedagogical mechanisms, methodological stages of developing students' artistic thinking in dutor performance, and the role of the teacher.

Artistic thinking is the ability to perceive, feel musical images, process musical experiences in the mind, and interpret them artistically during the performance process. For a student who wants to become a dutor performer, this process is very important and is directly related to understanding the content of musical material, spiritually perceiving melodies, and being able to express them artistically.

Dutor art is one of the main elements of our national musical thinking, and its rhythm, pitch, melody, maqom system, the semantic load of melodies, and performance traditions expand the scope of the student's musical thinking. In the development of artistic thinking, such components as musical perception, auditory memory, imagination, artistic interpretation, and creative reflection play a central role.

Theoretical sources emphasize that the formation of artistic thinking occurs in several stages: perception → understanding → feeling → artistic interpretation → creative application. In the process of teaching dutor playing, it is precisely the sequence of these stages that allows for the successful development of the student.

Artistic thinking is also strengthened by understanding the content of national culture, folklore, folk songs, mastering them and connecting them with life experiences.

Principles of forming musical-aesthetic perception in students

Aesthetic perception is the student's spiritual and mental attitude to music, its artistic content, and melodic beauty. The development of aesthetic perception in the process of teaching dutor performance is based on the following principles:

1. The principle of awareness and active participation

Students should not only listen to music, but also actively participate in the process of analyzing, questioning, and discussing it.

2. Harmony of nationality and universality

When understanding dutor melodies, it is important to respect the national musical heritage, feel the spirit of folklore, and at the same time rely on universal aesthetic values.

3. The principle of gradual development

The student's age characteristics, musical preparation, and psychological state are taken into account.

4. Stimulating imagination and artistic thinking

Asking students about the content of the melody and supporting figurative thinking gives effective results.

5. The principle of an individual approach

Since each student has his own musical perception, feeling and performance technique, classes should be adapted.

Strengthening aesthetic perception helps students develop such aspects as musical literacy, melody analysis, and the desire for artistic expressiveness.

Pedagogical technologies for developing creative thinking in the process of playing the dutor

Creative thinking in dutor performance is formed through exercises, practical tasks and technical etudes. The following pedagogical technologies are effective in this process:

1. Competency-based educational technology

This method is aimed at forming the student's practical skills, independent thinking, analysis, and performance culture. In dutor playing, this technology is manifested through independent interpretation of melodies, creation of variants, and the use of improvisation elements.

2. Music-methodical modeling technology

Students are offered models of the performance process, schemes of melody structure, and graphic images of melodic changes. This deepens their musical thinking.

3. Reflective technologies

At the end of the lesson, students are asked to analyze their performance, identify their shortcomings and achievements. A reflective approach helps in the conscious formation of artistic thinking.

4. Audio-practical technologies

The student develops a listening culture by listening to professional performers, recording and comparing their own performance.

5. Problem-based learning technology

The student is given questions on music, unusual tasks. For example:

- "If you introduce a new rhythmic change to the melody, what tone will it sound like?"
- "How do you interpret the mood of the melody?"

This method stimulates creative thinking.

As a result, the student grows not only technically in playing the dutor, but also spiritually and artistically.

Innovative methods and the use of interactive methods in the training process

In recent years, innovative methods have been widely used in music education. The most effective interactive methods in dutor lessons are:

1. "Mind Wheel" method

In the process of learning a melody, students express their ideas, make suggestions on the content of the melody and performance methods.

2. "Cluster" method

A cluster is formed according to the images, rhythmic features, mood, and melodic structures of the melody. This structures musical thinking.

3. "Role Playing" method

The student imagines himself as a performer on stage. He interprets the melody figuratively. In this process, artistic expressiveness increases.

4. Digital methods

Mobile applications, metronome, video tutorials, professional performance recordings motivate students.

5. Collective performance (ensemble) method

Participation in a dutor ensemble forms a culture of listening, rhythmic stability, and musical cooperation in the student. This method has a great impact on the formation of artistic thinking.

Pedagogical skills of the teacher in the development of artistic thinking and monitoring system

The teacher is the main organizer, guide and motivator of the process of forming artistic thinking in dutor performance. He must have the following pedagogical skills:

1. Musical and pedagogical knowledge

To have in-depth knowledge of dutor performance technique, melody analysis, music theory, and folk music traditions.

2. Personal artistic skills

The teacher himself must have the ability to artistic interpretation, image creation, and show professional performance examples.

3. Psychological approach

Knowing the age characteristics of students, providing motivation, and creating a positive environment are important factors in the development of creative thinking.

4. Monitoring and evaluation

The following indicators are used to monitor the level of development of students' artistic thinking:

- level of understanding of the musical image;
- emotion and expressiveness in performance;
- independent analytical skills;
- creative approach and improvisation.

With regular monitoring, the student's creative potential is gradually formed.

Conclusion. Developing students' artistic thinking in dutor performance is a complex pedagogical process aimed at forming not only their performing skills, but also their aesthetic worldview, musical perception, spiritual sensitivity, and creative potential.

As a student learns to play the dutor, he develops skills such as feeling music, creating images, musical interpretation, and trying out new musical ideas with a creative approach. This is the most important indicator of artistic thinking.

The purposeful use of pedagogical mechanisms, innovative technologies, interactive methods, reflexive approaches, and monitoring systems helps to shape students as more artistically mature, musically literate, and well-rounded individuals in terms of performance.

Developing artistic thinking in the process of teaching the art of dutor is one of the most effective ways to preserve national culture, instill a love for art, and form creative thinking in future generations.

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