



THE FORMATION OF TEACHERS IN THE PROCESS OF TEACHING NATIONAL MUSICAL HERITAGE TO THE YOUNGER GENERATION

Babamuradov Eshmamat Kamilovich

Lecturer at the Faculty of Art Studies, Gulistan State University

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ABSTRACT

This article discusses the importance of the "mentor-apprentice" traditions as a fundamental method in teaching students the heritage of national music. It examines the process of acquiring the status of a "mentor" within this framework, highlighting both achievements and challenges encountered along the way.

Our national musical heritage is an integral part of our people's cultural and spiritual values, which have been formed over centuries. Passing it on to the younger generation is not only the responsibility of art professionals but also of educators. In this process, the "master-apprentice" tradition plays a crucial role. This lecture analyzes the formation of educators in the field of national music education, their teaching methods, and the ways of transmitting the heritage to the younger generation. The process of passing down our national musical heritage to the younger generation is of great importance in shaping educators. Through an education system based on the master-apprentice tradition, young musicians not only acquire theoretical knowledge and practical skills but also become the future bearers of our national art. Therefore, every educator must set the goal of correctly transmitting the national musical heritage to the younger generation and nurturing them with a love for art.

The complex and refined aspects of our musical heritage, along with its vast potential, indicate the significant role of musical art in human life. Musical samples have been created based on various life conditions, and great works have emerged to support the growth of this field. The process of mastering any field requires a unique combination of spiritual, passionate, and scientific-practical stages. In this regard, the process of mastering traditional performance and achieving excellence can be metaphorically compared to the path of spiritual perfection in Sufi teachings.

If we artificially divide the process of mastering musical performance into stages for theoretical structuring, we observe the following pattern. The initial steps in art are marked by a passion for the field, a conscious understanding of art, and a desire to practice it, which can be linked to the first stage, Shariat. The second stage corresponds to the mentor-apprentice period, where a student, having gained some understanding of the field, dedicates themselves to music and commits to learning from a mentor. The third stage, reaching excellence, corresponds to the stage of Truth, where an independent performer fully comprehends and executes all the nuances of the craft.

Just as every profession has its masters, the mentoring profession is passed down from generation to generation, ensuring the continuity of skills and knowledge. A master does not take their craft to the grave but rather passes it on to their apprentices. In turn, apprentices further develop the craft and train the next generation of students. The mentor-apprentice tradition is deeply rooted in our national customs, particularly in art and singing. A true mentor is someone who has mastered all the intricacies of their field and has elevated their craft to the highest level. In music, for example, a mentor is a singer or musician who refines their style, introduces new elements, and enhances their musical talent to an artistic level. The mentor safeguards this sacred ability and passes it on to a chosen apprentice. In today's world, science and technological advancements require the nurturing of well-rounded individuals with creative thinking and artistic talent. This process inherently involves fostering a deep sense of dedication, love for the homeland, and national identity. Folk traditions, musical art, games, festivals, crafts, and customs serve as integral components of national education, helping shape well-rounded individuals. As Uzbekistan's President Shavkat Mirziyoyev stated, "Musical art, as a cultural phenomenon, possesses limitless potential in educating and shaping a new generation." Indeed, the role of musical education in shaping a complete individual is becoming increasingly evident.

Therefore, it is essential to encourage younger generations to study our rich musical heritage and avoid superficial, flashy tunes. We must strive to cultivate their artistic taste, enhance their musical culture, and expand their spiritual world. The mentor-apprentice traditions play a crucial role in achieving this goal. Today, many students successfully continue the traditions of their mentors and pursue creative careers. Every music educator has their unique teaching methods, distinguishing this field from others. A music teacher not only imparts theoretical and practical knowledge but also transmits their voice, style, breath, and talent to their students. These elements were once learned from their own mentors.

Unlike other professions, where standardized methods prevail, music education contains unwritten rules that cannot simply be learned from books. For instance, a doctor follows established medical theories to treat patients, whereas a musician relies on personal interpretations and stylistic nuances that must be passed down through direct mentorship. In teaching students about our national musical heritage, the mentor-apprentice tradition serves as a guiding principle. By combining what we have learned from our mentors with our own experiences, we establish our unique schools of mentorship. Many aspects of these traditions align with Sufi teachings, emphasizing continuous self-improvement and deep devotion to the craft. Additionally, students must actively seek practical experiences, participate in independent performances, and regularly engage in musical gatherings alongside their

Makoms, as a fundamental aspect of our musical heritage, require deep analysis to be fully understood. Mastering the secrets of singing, understanding its historical roots, and continuing its traditions must be the primary objectives of performers. Through rigorous training, students acquire comprehensive knowledge of vocal techniques, performance styles, and theoretical foundations essential for national music. Music education aims to cultivate students' artistic abilities and enrich their musical culture. Teachers must ensure that all students actively engage in music lessons, guiding and monitoring their progress. Classroom activities should foster musical appreciation and encourage students' self-expression. A teacher's effectiveness is measured by their students' progress and discipline. By continuously improving their methods, teachers can assess their students' abilities and apply appropriate teaching strategies.

A skilled mentor earns the respect of their students by understanding their needs and guiding them appropriately. Today, fostering creativity in students is a key challenge in music pedagogy. One way to address this issue is by developing students' associative thinking,

though many challenges still exist in this area. Music studios play a crucial role in cultivating musical perception, helping students appreciate and understand music. Preparing future music educators for cultural and educational activities is a fundamental goal of the education system. From the discussion above, it is evident that music education plays a vital role in the educational system. The solution to many challenges lies in acquiring strong foundational knowledge from an experienced mentor. Students must be able to demonstrate their knowledge in various musical disciplines, including the historical development of music, traditional maqoms, and the works of renowned musicians.

Having a mentor to guide and inspire a student is essential for clarity and integrity in their future endeavors. Just as we have benefited from our mentors, let us strive to become worthy mentors for the next generation.

