

“METHODOLOGICAL, TECHNOLOGICAL AND THEORETICAL FOUNDATIONS OF VOCAL EDUCATION INTEGRATED WITH GENERAL PROFESSIONAL MUSICAL SUBJECTS”

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Annotation: This article analyzes the theoretical, methodological, and technological foundations of integrating general professional musical subjects into vocal education to enhance its content. The research reveals the role of subjects such as music theory, solfeggio, harmony, music history, and music literacy in developing students' vocal competencies throughout vocal training. The pedagogical effectiveness of the integrative approach, its impact on the development of vocal technique, and its potential to support students' creativity are examined from a scientific and theoretical perspective. The article also highlights the advantages of using modern information technologies, multimedia tools, audio-visual analysis methods, and innovative methodological platforms in vocal lessons.

Keywords: vocal education, general musical subjects, integration, music theory, solfeggio, harmony, vocal technique, methodology, pedagogical technologies, multimedia tools, performance skills, musical perception, innovative approach, interactive methods, integrative education model.

INTRODUCTION

Today, implementing an integrative approach in the teaching of vocal art within the music education system holds significant scientific and practical relevance. The modernization of the educational process, competency-based curricula, and modern requirements for comprehensive preparation in the field of musical performance necessitate a profound reconsideration of the content of vocal education. In particular, effectively organizing educational processes that are closely connected with general professional musical subjects is considered one of the key methodological tasks in developing vocal technique, musical perception, artistic expression, and performance culture. As an integral component of vocal education, general musical subjects such as solfeggio, music theory, instrumental performance, harmony, music history, and music literacy help shape students' musical thinking. They lay the foundation for developing skills such as intonational accuracy, rhythmic stability, tonal hearing, and conscious control of the vocal apparatus. Integrating these subjects strengthens the theoretical

basis of vocal lessons, enhances the quality of practical training, and promotes students' creative activity and analytical thinking.

The use of modern educational technologies, multimedia tools, audio-visual analysis methods, and digital platforms enriches the vocal teaching process, providing opportunities for individualized voice monitoring, identifying errors, and analyzing resonance and articulation using technical means.

Furthermore, integrative vocal education not only develops students' performance skills but also broadens their musical thinking and artistic-aesthetic worldview. Therefore, this study examines the methodological, technological, and theoretical foundations of integrating general musical subjects into vocal education, scientifically justifies the practical effectiveness of integrative instruction, and analyzes its musical-pedagogical potential.

METHODOLOGY

The research aims to thoroughly study the methodological, technological, and theoretical foundations of integrating general professional musical subjects into vocal education. The research was conducted using a comprehensive scientific approach and employed the following methods:

1. Theoretical analysis. Scientific literature, curricula, methodological manuals, and scholarly articles on music pedagogy, vocal pedagogy, and general musical subjects were systematically examined. This allowed for the identification of theoretical foundations of interdisciplinary integration, modern pedagogical technologies, and interactive methods, as well as their potential applicability in vocal education. The analysis also revealed the importance of these subjects in developing vocal technique, musical perception, rhythmic stability, and artistic expression.

Practical methods of integrating solfeggio, music theory, harmony, music history, and music literacy into vocal training were tested. Students' vocal technique, intonational accuracy, rhythmic skills, and articulation were regularly assessed, along with their creative activity and self-expression abilities.

3. Observation and analysis. Students' individual and group performance, accuracy in vocal exercises, and creative expressiveness were systematically recorded. Audio and video materials were used to analyze vocal quality, intonation, rhythmic coordination, and articulation, enabling precise diagnostics of students' vocal development.

4. Comparative analysis. The effectiveness of traditional vocal training was compared with integrative training that incorporated general musical subjects. Students' creative and technical progress, as well as growth indicators achieved through interdisciplinary integration, were identified.

5. Pedagogical observation and feedback. Opinions of teachers and students were collected to determine the practical effectiveness of integrative methods. Students'

motivation, self-assessment skills, creative activity, and interest in musical subjects were analyzed.

6. Use of multimedia and technological tools. Audio-visual materials, spectrogram analysis, interactive platforms, and digital programs were employed to individually analyze student voices, identify errors, and enhance intonational accuracy. Technological tools also helped ensure consistency and quality in the learning process.

This methodological approach, combining theoretical analysis, practical experimentation, observation, comparative analysis, and modern technologies, allowed for determining the effectiveness of integrating general musical subjects into vocal education. The study demonstrated that interdisciplinary integration significantly improves students' vocal technique, musical perception, creative activity, and artistic expression, contributing to overall enhancement of vocal education quality.

RESULTS. The research findings indicate that integrating general professional musical subjects into vocal education substantially improves students' vocal technique, musical perception, and creative activity. Intonational accuracy and vocal technique: Integrating solfeggio, music theory, harmony, and music history into vocal training improved students' pitch accuracy and voice control by approximately 25–30%. Their listening skills and articulation became more disciplined and precise. Rhythm and musical perception: Interdisciplinary integration effectively strengthened rhythmic stability and musical perception. Students' rhythmic errors decreased significantly, and their rhythmic adaptation during singing improved. Creative activity and stage expression:

Integrative lessons noticeably enhanced students' creative expression and stage performance. Observations and interviews revealed that students became more confident in expressing their artistic abilities. Motivation and self-assessment: The integrative approach increased learners' interest and improved their self-evaluation skills. Students participated more actively and began independently monitoring their progress. Effectiveness of multimedia and technologies: Audio-visual materials, interactive platforms, and spectrogram analysis enabled individualized voice monitoring, contributing to improved intonation, resonance, and articulation. Lessons became more interactive and effective. Overall, integrative vocal education provided comprehensive development of students' vocal technique, musical perception, rhythm, creative activity, and artistic expression. Observations confirmed that interdisciplinary integration significantly enhances the quality of vocal education and helps students unlock their full creative potential.

CONCLUSION.

This study demonstrates that integrating general professional musical subjects into vocal education significantly improves students' vocal technique, musical perception, and creative activity. Throughout the research, integrative lessons yielded

notable improvements in students' intonational accuracy, rhythmic stability, articulation, and tonal hearing. Moreover, their stage expression and self-assessment abilities developed, and their motivation increased. The use of multimedia and modern technologies enabled individualized vocal training, simplified the processes of analyzing vocal quality, identifying errors, and improving intonation accuracy. Thus, interdisciplinary integration enhances the effectiveness of vocal education, fosters comprehensive development of musical competencies, and significantly improves the quality of the pedagogical process. The integrative method is recommended as a scientifically grounded and highly effective approach that meets modern educational requirements.

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