



STAGES OF FORMING THE PROFESSIONAL SKILLS OF A CHOIR CONDUCTOR IN THE SYSTEM OF HIGHER MUSIC EDUCATION

Vasilchenko Olga Anatolyevna

PhD in Pedagogical Sciences, Acting Professor,
Department of Vocal Studies,
State Institute of Art and Culture of Uzbekistan.
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ABSTRACT

The article examines the main stages in the development of professional skills of a choir conductor within the framework of higher music education. The study defines pedagogical principles, methodological approaches, and the sequence of conductor's competence formation in the training process of future specialists. Particular attention is paid to the integration of performing, communicative, and analytical skills, as well as the role of practical experience in developing the conductor's artistic thinking.

Introduction. Modern music education is aimed at forming the choir conductor as a universal professional capable of combining performing, pedagogical, and organizational-communicative functions. In the context of the dynamic development of choral culture and the introduction of innovative pedagogical technologies, the question of the sequence and stages of forming professional skills in future conductors becomes especially relevant.

The problem of developing conducting competencies has been addressed in the works of R. N. Karasanov, V. Lukyanov, I. A. Rozhdestvenskaya, and A. I. Dolzhansky, who emphasize the need for a systematic approach encompassing both the technical and artistic aspects of conducting. However, under modern conditions, it is necessary to reconsider the stages of professional training, taking into account new educational standards and the opportunities of the digital environment.

The methodological basis of the study includes:

- pedagogical analysis of higher education conducting programs;
- the comparative-historical method, allowing one to trace the evolution of approaches to teaching conducting;
- observation and analysis of students' practical activities during rehearsals;
- modeling of professional situations aimed at developing creative initiative.

The competence-based approach makes it possible to consider the formation of the conductor's professional skills as a step-by-step process of developing integrated abilities.

1. Preparatory and Orientation Stage

At the first stage (1st–2nd years), the foundations of musical thinking, rhythmic stability, motor coordination, and basic conducting movements are formed. The main attention is paid to:

- mastering elementary gestures and the metrorhythmic organization of conducting;
- developing inner hearing and intonational memory;

- analyzing choral scores in terms of texture and form.

The pedagogical objective of this stage is to develop an aware and expressive attitude toward the conducting gesture as a means of musical expression.

2. Technical and Performing Stage

At this stage (3rd year), the student develops professional conducting technique: work on the clarity, flexibility, and plasticity of gesture, mastering various strokes and dynamic shades.

A special role is played by work with the student choir, where initial experience of ensemble interaction is acquired.

Particular attention is paid to:

- rehearsal methodology (intonation correction, work on ensemble balance and tone);
- development of emotional-volitional expressiveness;
- skills of sight-reading and musical interpretation.

3. Artistic and Interpretative Stage

At the final stage (4th year and master's level), the conductor's creative individuality, interpretative ability, and stylistic thinking are developed. The choir conductor masters:

- the author's interpretation of a musical work, choice of tempo, dynamics, and articulation;
- communicative management of the choir based on emotional and psychological empathy;
- organization of the rehearsal process considering the age and professional features of the ensemble.

The criterion of success becomes the level of independence, creativity, and stage artistry achieved by the conductor.

Results and Discussion

Analysis of the educational process has revealed that the effectiveness of forming professional skills in choir conductors is determined by:

- the logical sequence of learning stages (from technique to interpretation);
- a combination of individual and group forms of work;
- the introduction of interactive technologies (video analysis, simulation training, digital scores);
- development of reflective abilities that promote self-correction and self-improvement.

Thus, the methodological system of training should rely on the activity-based approach, ensuring the interconnection of theory, practice, and creativity.

Conclusion

The formation of a choir conductor's professional skills within the system of higher music education is a multilevel process comprising preparatory, technical, and artistic-interpretative stages. Each stage has its own goals, objectives, and pedagogical tools. Only comprehensive and gradual development of conducting competencies can shape a specialist capable not only of professionally leading a choir but also of inspiring the ensemble toward artistic creativity.

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