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SALVATION IS IN EDUCATION AND UPBRINGING

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"Salvation is in education, salvation is in upbringing, salvation is in knowledge. Because all noble goals are achieved through knowledge and upbringing." [1]

Abstract: This article discusses the importance of educating and training students majoring in "Theatre Arts" in the field of arts and culture through individual lessons in the subject "Stage Speech." Alongside individualized instruction, a creative approach plays an important role in students' spiritual growth and personal development. The article reveals the educational and moral characteristics of one-on-one lessons and their significance in shaping students as qualified specialists.

Keywords: education, upbringing, theatre, stage speech, individualized approach, one-on-one lesson, field, art, culture, mentor-disciple tradition.

Since the establishment of theatre arts education, individual lessons in "Stage Speech" have been conducted in order to reveal students' abilities, intellectual potential, and creative opportunities. In the curricula developed in accordance with the Law of the Republic of Uzbekistan "On Education" No. ORQ-637, adopted on September 23, 2020 [2], as well as in the regulations for calculating the workload of higher education professors and teachers, special attention has been given to individual lessons.

Educational activities are usually carried out in the forms of lectures, practical classes, seminars, laboratory work, individual lessons, and independent study. In all of these, the teacher aims to apply a unique pedagogical approach and provide students with sufficient knowledge and skills in their specialty. In particular, individual lessons have long been regarded as one of the main methodological approaches for revealing students' individual talent, abilities, and spiritual potential, as well as for shaping them into qualified specialists in their field. An individual lesson refers to a form of instruction conducted outside the group setting, where the teacher works directly with a student one-on-one. Over the years, individual work with students has demonstrated effective results, which is why the demand and need for such lessons have remained consistently high.

Students studying in the fields of arts and culture, as well as individuals interested in mastering these areas, usually develop their professional activities based on the mentor-disciple tradition. This system is widely implemented in all forms of art, where disciples learn alongside their mentors, mastering recommendations and practical skills while gaining professional experience. The process of teaching the subtleties of a profession is itself a form of individual training. A disciple's ability to apply lessons learned from a mentor and achieve great success in the field is the result of the mentor's individualized educational and moral guidance. Moreover, students trained through the mentor-disciple system and individual lessons acquire not only professional skills but also high culture, morality, and spiritual upbringing. This method has proven effective through experience. Therefore, people often express admiration for a disciple's behavior,

spirituality, and creative work by saying: “A disciple reflects the mentor,” thereby expressing gratitude to the teacher.

Likewise, at the Uzbek State Institute of Arts and Culture, almost all educational programs within the faculties of “Theatre Arts,” “TV, Radio and Television Arts,” and “Folk Art” are organized on the basis of the mentor-disciple tradition through individual lessons. Students studying acting and directing in the “Theatre Arts” faculty regularly attend individual “Stage Speech” lessons for three years, during which they acquire both professional and moral knowledge from their teachers.

During individual lessons, students work for weeks or even months on the analysis and interpretation of selected poetic, prose, and dramatic works. In the process of analysis, they classify the work according to literary genres and types, determine its compositional and plot structure, and identify the aspects most important for performance through logical analysis. Such analyses require considerable time; therefore, teachers provide guidance and recommendations to help students determine the laws and principles of artistic performance. Together with the student, the teacher clarifies the analysis of the literary work. All these processes become possible through one-on-one interaction between teacher and student. After analyzing the principles of performance, the student gradually implements the practical process step by step on the basis of acquired theoretical knowledge.

The process of narrating and performing the imagined reality begins through imagination, emotional perception, evaluation, and personal attitude. Naturally, the desired performance cannot be achieved on the very first attempt. Repeated efforts, the search for emotional truth in performance, and the striving for sincerity and authenticity in artistic interpretation ultimately lead to the creation of a vivid example of high artistic expression. Throughout this process, the teacher constantly observes the student’s performance, discussing strengths and weaknesses and providing explanations. Taking these comments into account, the student seeks to enrich the performance with new creative discoveries.

The advantage of individual lessons lies in the fact that the teacher works with the student as a like-minded intellectual companion. This helps the student feel free on stage and develop deeper thinking. Students who gain theoretical knowledge and practical experience through individual lessons can present bright and expressive performances before an audience without experiencing excessive nervousness, emotional tension, or withdrawal into themselves. This is because they have already mastered techniques for overcoming creative inhibition during individual and practical lessons. Perhaps for this reason, students approach individual lessons with great interest and diligently learn the secrets of mastery from their teachers.

The curricula approved by the Ministry of Higher Education and Innovation clearly allocate sufficient time for individual lessons. Students are provided with 45 minutes, or one academic hour, during which they work with a teacher on poetic, prose, and dramatic works in order to achieve the desired results. This is undoubtedly the correct approach. However, reducing or eliminating these hours may hinder students’ mastery of professional knowledge. Such changes may lead to fragmented thinking, lack of concentration, and insufficient time to achieve a complete artistic performance. As a result, incomplete and underdeveloped performances may appear. Therefore, it is necessary to prevent the reduction or removal of individual lessons from certain groups, as this could undermine the modern educational system and reduce the quality of education. Individual lessons are not merely a means of acquiring knowledge and experience, but also a modern pedagogical approach aimed at moral and spiritual development.

Today, our President has set great goals before teachers and mentors, creating all conditions necessary for educating intelligent, knowledgeable, and intellectually capable youth in the process of building a New Uzbekistan. Open and high-quality education is a defining factor in the development of the country. As President Shavkat Mirziyoyev states:

"In building the New Uzbekistan - a prosperous and democratic country, the foundation of the Third Renaissance - I consider teachers, professors, and creative intellectuals to be the greatest force, support, and pillar. As President, I regard it as my duty to support their decisive activity and create достойные working and living conditions for them." [3, p. 236]

These words demonstrate that quality education and upbringing are urgent matters on a national scale.

The Ministry of Higher Education and Innovation has created broad opportunities for teachers and students in order to ensure high-quality education and upbringing. Efforts aimed at improving professional activities and achieving success in one's field are encouraged and recognized. Such achievements become possible precisely when the system of individual lessons functions effectively.

Moreover, the demand for individual education is increasing in both public and private educational institutions. Organizations that understand the quality and effectiveness of this educational form gain the trust of parents by emphasizing that their children will study individually and master their profession at a professional level. In arts and culture education, this system has long functioned successfully and served as the basis for preparing specialists important to society. Parents have always expressed gratitude that their children receive qualified education and moral upbringing from experienced mentors and deeply respect their teachers.

Every representative of the educational sphere should adopt the President's lofty goals for the development of education as a guiding principle and regard striving toward them as a sacred duty. As Shavkat Mirziyoyev emphasizes:

"I constantly emphasize education and teachers for a reason. Without developing education, we cannot achieve high progress. The solution to every problem and the factor determining our future is undoubtedly education." [4]

He further notes that throughout our three-thousand-year history, our ancestors contributed enormously to world civilization not only through physical labor but also through intellectual achievements. We are descendants of great scholars who provided the world not merely with raw materials, but first and foremost with knowledge, enlightenment, and spiritual wealth. Their great qualities and glorious traditions continue to live in our hearts, minds, and lives today.

The President also emphasizes the role of education in reforming the higher education system, ensuring social development and public welfare, and especially reducing poverty. Numerous initiatives have been proposed to provide young people with education and professional skills. Large investments are being allocated to education in order to ensure open and quality learning.

The Uzbek State Institute of Arts and Culture follows the ideas advanced by our President by organizing open and high-quality education and involving qualified and experienced professors in providing professional training and moral upbringing for students. The following words have become the institute's motto:

"The greatest wealth is intellect and knowledge; the greatest inheritance is good upbringing; the greatest poverty is ignorance." [3, p. 24]

The institution's main goal is to educate a new generation of talented youth who possess knowledge, enlightenment, scientific thinking, and strong professional skills. The only way to achieve this goal is through quality education and high spirituality. Therefore, preserving the

importance and status of individual lessons, which have evolved from a traditional system into a modern educational form, should become our shared mission.

As President Shavkat Mirziyoyev states:

"If we set ourselves the great goal of laying the foundation for the Third Renaissance in our country, we must create the environment and conditions that will nurture new Khwarizmis, Berunis, Ibn Sinas, Ulugbeks, Navois, and Baburs. In this process, the development of education and upbringing, the promotion of a healthy lifestyle, and the advancement of science and innovation must serve as the main pillars of our national idea." [5]

These words clearly show that every sphere of education is encompassed within the President's vision. Teachers work tirelessly on this path. Educating young people who will make worthy contributions to the country's development and providing them with proper education and upbringing has become the highest duty of specialists in the field.

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