VOLUME 02 ISSUE 04 Pages: 28-35

SJIF IMPACT FACTOR (2022: 5. 917)

OCLC - 1121105677 METADATA IF - 5.689

















Publisher: Oscar Publishing Services



Website: https://theusajournals.c om/index.php/ijp

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.



COMPONENTS FOR IMPROVING THE PROFESSIONAL TRAINING OF **FUTURE MUSIC TEACHERS**

Submission Date: April 18, 2022, Accepted Date: April 25, 2022,

Published Date: April 30, 2022

Crossref doi: https://doi.org/10.37547/ijp/Volumeo2Issue04-07

Panjiyev Qurbonniyoz Berdiyevich

Candidate Of Arts, Associate Professor, Department Of Music Theory And Methodology, Tashkent State Pedagogical University, Uzbekistan

ABSTRACT

This article provides a motivational-value, cognitive-intellectual, practical-activity, reflexive-creative and emotionalvolitional analysis, which are the main components of improving the professional training of future music teachers through Uzbek folk songs.

KEYWORDS

Future music teacher, component, professional training, Uzbek folk songs, professional, general, private, didactic approach.

INTRODUCTION

The development of the motivational component of the readiness of the future music teacher to understand the important problems of professional training is carried out when students acquire knowledge, skills, competencies, methods of work,

gaining the necessary creative experience. Creative musical and pedagogical tasks play an important role in improving the professional training of students, the development of their didactic and professionalcreative experience [6]. Their use helps to create problem situations in the educational process, directs future music teachers to search for the professional

VOLUME 02 ISSUE 04 Pages: 28-35

SJIF IMPACT FACTOR (2022: 5. 917)

OCLC - 1121105677 METADATA IF - 5.689

















Publisher: Oscar Publishing Services

knowledge and methods of activity necessary to solve a particular problem.

The professional music-pedagogical search game has a wide range of opportunities to provide an operational component of the process of professional training of a future music teacher. Their essence has already been highlighted in the study. Here we ensure that only the successful conduct of an artistic and pedagogical search game depends largely on its preparation, which includes mandatory stages:

- a) identification of the actual problem being studied;
- b) independent study of scientific and artistic research literature related to this problem by students;
- c) identify key aspects of problem analysis, formulate problems, and predict student responses to them;
- g) selection of pedagogical tools and methods that allow tabulation, control and introspection of motivational-value, artistic-thinking and researchpractical activities of students.

To avoid a regulated plan for conducting this form of lesson, the teacher leading a particular course is obliged to identify a general emotional and semantic drama in which creative changes can be made if necessary [3].

The importance of the content of the component of the educational process based on theoretical knowledge is determined by:

- a) the position of knowledge on the role of professional activity;
- b) general professional musical and pedagogical conclusions about the essence and role of the content of knowledge in the development of the student's thinking;

c) the leading tasks of improving the professional training of future music teachers through Uzbek folk songs, its content, in which professional knowledge, competence - the most important tool for improving the professional training of future music teachers as qualified professionals.

MATERIALS AND METHODS

The leading task of shaping the content component of professional training is to equip it with professional and pedagogical knowledge at different levels (pedagogical, general, scientific, practical, creative, private) [7], which reflects the principles of professional knowledge, logical and content structure and methodological analysis in future music teachers. [3]. Improving on the basis of this knowledge of professionally oriented scientific-theoretical thinking among future music teachers, which allows a didactic, creative approach to the study of current problems of the reality of music pedagogy. An important and integral part of vocational training is that it is a leading tool in the process of improving [1]. The acquisition of professional knowledge and competencies by these music teachers in the logical-conceptual and subjectcontent groups is carried out through various organizational and pedagogical forms. However, the subject of education is reflected in its curriculum and finds its true meaning in the content of specific educational topics. This can be observed in several factors. The first (introduction) - the leading task of "the problem of restructuring the professional thinking of music teachers" is to activate a personalvalue attitude to the methodological aspects of professional activity of future professionals, to create the most favorable conditions for interest in the process of methodological training.

The problems analyzed during individual lessons play an important role in the development of the

VOLUME 02 ISSUE 04 Pages: 28-35

SJIF IMPACT FACTOR (2022: 5. 917)

OCLC - 1121105677 METADATA IF - 5.689

















Publisher: Oscar Publishing Services

motivational component of improving the professional training of a future music teacher. One of these, for example, is the problem of personal approach in music teaching. Without reference to his spiritual, personal and professional experience, the student cannot achieve performance without creating a truly human relationship. At the same time, based on the experience of a number of pedagogical scientists (G.G. Neuhaus and Sh.A. Amonashvili), we take into account the spiritual and personal experience of teachers, their moral and aesthetic values and positions by students. The peculiarity of the development of motivational and value aspects of vocational training is that the process itself is based on a reflexive, dialogical, personal and creative approach, which inevitably requires a fair assessment by students and course teachers. This specifically defines the purpose of a particular professional activity, the means of its successful implementation. We have tried to make the interrelationship clear to all participants in this educational and pedagogical process. The formation of a personal and creative attitude to the professional learning process is served by a variety of independent research and research activities of students, in particular, written work. Here the individual and personal capabilities and abilities of students are manifested with special power, cognitive and creative motives develop in the field of professional thinking. Interest in this type of research and creative work among students is realized from the earliest stage of professional training. The basis of its emergence, as a rule, becomes the theoretical content of the subject, in which students eagerly carry out professional and pedagogical analysis of various problems of not only folk songs, but also music pedagogy. At such times, an important factor in improving the professional training of students through folk songs is the musical and pedagogical reality. The creative experience of applying

professional knowledge and methods of activity, but also the emotional, artistic and aesthetic field of the student's personality, the experience of personal and valuable attitude to the process of knowing and changing professional and pedagogical theory and practice significantly enriches.

The leading pedagogical tools that ensure the successful formation of the operational component of the preparation of a future music teacher for professional activity are as follows. These are: methodological analysis of the problems of music pedagogy; professional and musical pedagogical tasks of creative type; professional, practical-creative and musical pedagogical search games, folk songs, logistics, satisfaction of the need for musical instruments. The use of these tools is recommended in all forms of process organization. Practical, written, creative, independent study and other work performed by students is of special importance in the formation of all components of professional preparation and the accumulation of personal and personal experience in it. We analyze the importance and features of this form of organization of the process, a number of stages in the logical and professional organization of this type of professional, musical-pedagogical, independent research research work of students: determine relevance; develop a plan and select the literature needed to study it; methodological analysis on this issue; format the results and present them for "protection" and so on.

The operational aspects of the methodological activity are constantly improving in the process of teaching and pedagogical practice of students. Here, there is a real opportunity to fully test their capabilities in terms of theoretical reflection, to realize its heuristic role in the implementation of

VOLUME 02 ISSUE 04 Pages: 28-35

SJIF IMPACT FACTOR (2022: 5. 917)

OCLC - 1121105677 METADATA IF - 5.689

















Publisher: Oscar Publishing Services

current professional issues. Pedagogical practice, experiments show that future professionals are a form of creative knowledge of their professional knowledge and methods of work and a single mechanism for mastering music-pedagogical theory and practice. The process of "translating" theoretical knowledge into "action", ie specific methods of activity, is characterized by a certain complexity and requires consideration of certain patterns. First of all, we meant that each student should have their own program of professional development and set a time to move from one stage of preparation development to another. Therefore, it was necessary to maintain the general logical direction of the process of developing leading methods of professional activity, to approach it to the capabilities of students, to define it in order to create conditions for individual professional and creative development of each of them [8].

The topic "Problems of improving the professional training of future music teachers" included a number of tasks: a) professional activation of students' personal values in their professional activities; b) informing them about the goals and activities of music art and music pedagogy, the importance of Uzbek folk songs in public life, the importance of musical and pedagogical activities; c) disclosure of knowledge about positional conflicts in relation to professional music pedagogy.

Even today, at different stages of society's development, the focus on this problem has changed. Although in the past decades, for example, in our country, the position on this issue has played an important role, music is still a powerful tool for cultivating certain moral qualities (hard work, humanity, philosophy, spiritual, pedagogical, educational, etc.) [5]. In recent years, music has taken

a position that creates favorable aesthetic and psychological conditions not only for personal development, but also for moral, national, professional development. It does not directly affect certain national, moral and personal qualities, but acts as a mechanism of its "emotional-volitional" practical activity of upbringing. An example is the National Anthem of the Republic of Uzbekistan. Perhaps the conflict of discussion of two different positions, any analysis of a particular problem, debate, defending one's position and, first of all, from the point of view of the analysis of the problem itself, specific features of the field of music pedagogy, strategic, forwardlooking plans assimilation is achieved. In the process, future music teachers will be bold and determined in their professional training and will strive to improve their position on this or that issue.

In the process of improving their professional training of future music teachers through Uzbek folk songs, the formation of initial ideas about their personal and professional qualities is to reflect the essence of this important aspect of his professional training. During the music-theoretical lessons it is necessary to determine how the students understood the essence and differences of the concepts such as "Uzbek folk songs", "Pedagogical methods" and "Methods of music pedagogy", "Methods of teaching music", its content, types, forms, genres. Reflecting on these issues, students implement musical pedagogical and philosophical, general, scientific training based on their own experiences, in particular, ideas about categories and laws. Here they "go" to discover general knowledge in various scientific and musical fields. Continuing the discussion that began in the lecture on professional levels of perception and implementation of professional problems. prospective music teachers, with the help of the teacher, provide examples of such approaches using

VOLUME 02 ISSUE 04 Pages: 28-35

SJIF IMPACT FACTOR (2022: 5. 917)

OCLC - 1121105677 METADATA IF - 5.689

















Publisher: Oscar Publishing Services

the literature they offer, knowledge of music teaching methodology and practical experience in general secondary schools. because of the complexity of the concept, it discusses its essence over and over again. At the same time, it is important to address each student, setting the task of linking the presented theoretical model with a real reflection on the personality of each of them. Arousing interest in the problem of a professional-creative approach to music teaching, and this approach is not only the goal of such thinking in the didactics, the integrity of the pedagogical process, as a student, but the improvement of professional knowledge, skills and competencies. It is important to bring students to the realization of the existence of a career-oriented didactic education - the most important sign of the manifestation of theoretical professional culture during the classroom. Relying on the literature, students should be forced to independently identify different aspects of this thinking - scientifically and professionally-creatively. It arouses in students a desire to analyze and self-assess their emerging style of professional knowledge. Students focused their practical and creative efforts directly on the use of methodological analysis to solve professionally significant problems. On their basis, the educational institution has deepened its personal and valuable musical-pedagogical attitude to the demonstrated the desire to improve various aspects of their professional activities. During the training, the process of developing the content and operational components of professional training of future music teachers was carried out indirectly (observation of music lessons, preparing students for their conduct) and in direct contact with students while performing special instructions and tasks of a creative nature. In order to engage them in theoretical analysis and thus identify possible practical ways to resolve these contradictions, in some cases, their creative use to

develop students' methods of professional activity and experience, students self-analyze in classrooms with general secondary school students and on this basis their effort was required to build a promising program to develop personal and professional qualities. Thus, in the process of professional analysis, future music teachers had the opportunity to creatively apply all the professional knowledge, skills, competencies and competencies they learned in the course of theoretical and practical training.

RESULT AND DISCUSSION

An important aspect of theoretical analysis is a better understanding of the specific features and principles of its implementation, including the role and essence of the principle of objective and subjective relations [2]. Another important principle for our research is the principle of career orientation. Its essence has been discussed before. It is up to the students to demonstrate that this principle applies. The basis for this may be a theoretical analysis of one of the problems previously addressed by music pedagogy. Didactic relations of such types of lessons as "topdown", "unlimited guardianship of the student", "strict regulation of teaching methods", "accuracy of the presented material", "importance of folk songs in professional training", "positions performed by students" need to be regulated. The pedagogical, psychological and ethical aspects of the musical pedagogical process should also change significantly in the course of lessons: "student" - "teacher", that is, "two sides" should move to an active, effective, dialectical, interactive process. Here, mutual respect is not the goal that divorce is necessary to come to the rescue, but the norm of this process is to apply the new positions that have been achieved and personally accepted by each participant.

VOLUME 02 ISSUE 04 Pages: 28-35

SJIF IMPACT FACTOR (2022: 5. 917)

OCLC - 1121105677 METADATA IF - 5.689

















Publisher: Oscar Publishing Services

With more experience, it can help students independently fulfill the most important requirement of the principle of vocational guidance - an analysis based on an in-depth understanding of the laws of music and pedagogy to analyze specific problems. Of course, the teacher must do everything in his or her power to ensure that the students themselves are actively involved in this creative process. In the professional analysis of a particular problem of music

pedagogy, it is expedient to show the cases when students themselves came to "discoveries" and used them in their practical work in general secondary school. The issues of pedagogical support of motivational-value, cognitive-intellectual, practicalactivity, reflexive-creative components of professional training of a future music teacher were also analyzed [8].

Components of professional training of a future music teacher

Figure 1



Motivational-valuable - philosophical and pedagogical conclusions about the active face of the subject (ie, inherent in the professional nature of the subject), which acts as an important feature of a consciously motivated person;

- rules of general and professional (including singing) pedagogical and mental training in relation to the purpose, content of the subject, methods of implementation and the results of the activities in which the subject participates in the personal-semantic relations of the subject;
- Conclusions on the importance of motivational support in professional-practical, creative-musical activities of music-theoretical disciplines (including music theory, instrumental performance, singing, music teaching methods).

Cognitive-intellectual - the position on the role of knowledge in the implementation of professional activities;

- General professional musical and pedagogical conclusions about the essence and role of the content

VOLUME 02 ISSUE 04 Pages: 28-35

SJIF IMPACT FACTOR (2022: 5. 917)

OCLC - 1121105677 METADATA IF - 5.689

















Publisher: Oscar Publishing Services

of knowledge in the development of the student's thinking;

- The main tasks of improving the professional training of future music teachers through Uzbek folk songs, its content, in which professional knowledge, qualification competence - the most important tool for improving the professional training of future music teachers as qualified professionals.

Practical-professional - professional activation of students' personal valuable attitude to professional activity;

- to inform them about the goals and activities of music art and music pedagogy, the importance of Uzbek folk songs in public life, the importance of musical and socio-pedagogical activities;
- To reveal the knowledge of the contradictions in positions in relation to the pedagogy of professional music.

Reflexive-creative - the general pedagogical position on the activity as a basis for the integrity of the individual, his creative self-awareness, control, evaluation;

- Conclusions of general music pedagogy on the relationship of thinking and activity;
- The purpose and specific content of the professional (including professional requirements) activities of a music teacher.

Emotional-volitional knows professional and pedagogical problems and is able to choose their solutions, self-control and management skills;

- willingness to take responsibility, high self-confidence and determination:

- Feels the music, high-pitched, regularly rehearses, has improved his performance skills.

CONCLUSION

In conclusion, we note that the scientific observations made in this research work are complete in content and will be in the constant perspective of the teacher and future music students. The set of professional activities provided in the content of the relevant components has been developed more successfully for each student, allowing him to "prove himself" in the classrooms of the general secondary school. In doing so, they demonstrate the ability to find a unique idea, raise current issues, confidently discuss their point of view, immediately select the necessary literature and incorporate the ideas expressed in it into the field of professional and professional-creative activity. If they show an active interest in professional training as a future music teacher during the course, if they create the necessary conditions for this, they will be significantly assisted in this regard. Undoubtedly, in terms of shaping the creative experience of students in their professional activities, seminars, workshops and other types of courses related to determining the creative nature of musical performance are very important.

In the process of methodological understanding of this problem, students come closer to understanding the guiding principle of creative professional and musical activity - the principle of "objective" and "subjective" (personal) unity. They reveal to themselves more deeply the importance of pedagogical factors (e.g., emotionalvolitional, intuitive-expressive) in a music teacher's musical and performance (instrumental, singing) creativity. In studying this problem, it is important for students to be reassured that they need to apply different levels of knowledge (music pedagogical, general, scientific, private) to solve a problem of

VOLUME 02 ISSUE 04 Pages: 28-35

SJIF IMPACT FACTOR (2022: 5. 917)

OCLC - 1121105677 METADATA IF - 5.689

















Publisher: Oscar Publishing Services

professional importance. Based on their musical and performance experience gathered from professional knowledge sources, prospective music teachers concluded that the type of professional activity analyzed could only be creative in nature, which, along with other creative processes, greatly influenced all aspects of a music teacher's personality and activities.

REFERENCES

- Бўлажак 1. Муслимов H.A. касб таълими ўқитувчиларини касбий шакллантириш. Тошкент, Фан, 2004
- Абдуллаева Қ.М. Махсус фанларни ўқитишда 2. бўлажак ўқитувчиларнинг касбий билим ва кўникмаларини шакллантиришнинг методик асослари: Дис. ... пед. фан.ном. – Тошкент, 2006. – Б. 182.

- 3. Муслимов Н.А. Бўлажак ўқитувчининг лойихалаш фаолияти. 2012. Ўқув қўлланма. 6,1
- Панжиев Қ.Б. Ўзбек халқ қўшиқчилик ижодиёти. 4. Ўқув қўлланма. Тошкент, 2021. – Б. 274.
- 5. Толипова Ж. Ўқитувчиларнинг компетентлигига қўйиладиган талаблар. Методик қўлланма. Тошкент: Фан ва технология, 2010. - Б. 125
- 6. Холиков А.А. Педагогик махорат. Монография. Тошкент: Иктисод-молия, 2011. - Б. 418.
- 7. Хошимов К., Нишонова С. Педагогика тарихи: Дарслик. – Тошкент: Алишер Навоий номидаги Ўзбекистон Миллий кутубхонаси, 2005. – Б. 304.
- 8. Панжиев К.Б. Ўзбек халқ қўшиқчилиги воситасида бўлажак мусиқа ўқитувчиларини касбий тайёргарлигини такомиллаштириш. Монография. Т.: Махалла ва оила нашриёти. 2021. – 200.