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ANALYTICAL VIEW ON THE PROFESSIONAL TRAINING OF A FUTURE MUSIC TEACHER

Submission Date: November 08, 2023, Accepted Date: November 13, 2023,

Published Date: November 18, 2023

Crossref doi: <https://doi.org/10.37547/ijp/Volume03Issue11-18>

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ABSTRACT

the article discusses the features of the professional pedagogical practice of a future music teacher. Particular emphasis is placed on the importance of updating the organizational forms of teaching practice.

KEYWORDS

Teaching practice, professional training, competence, music lessons.

INTRODUCTION

In the decision of the President of the Republic of Uzbekistan dated 21.06.2022 on improving the quality of pedagogical education and further developing the activities of higher educational institutions that prepare pedagogical personnel, the issues of training and professional development of highly educated pedagogues and the importance of pedagogical qualification practice in this were specially recognized.

Today, the professional training of music students in pedagogical higher educational institutions is carried out under the direct influence of changes in the surrounding reality, which occurred as a result of the emergence of many socio-cultural and musical phenomena. This situation is also related to the

difficulties in solving the problems of musical and cultural development of the growing personality, which is self-influenced by popular music culture.

Research has highlighted various aspects that contribute to high-quality vocational education. Practical preparation of future teachers for the real conditions of the educational environment at school is one of the most urgent problems of the teacher education system.

We want to research the ways of organizing the efficiency of training of highly qualified pedagogical personnel through an innovative pedagogical cluster

approach to the training of future music teachers in pedagogical institutions.

In recent years, the problem of training professional personnel in music education has been the focus of many scientists. They contribute to the development of education in their research work, ideas in articles and theses, created teaching manuals. Q. B. Panjiev ("Innovative progress and development strategies of music education sciences", Tashkent, 2021), P. G. Kadyrov ("Muzykalnaya pedagogika", Tashkent, 2009, "Musical psychology"-Tashkent, 2005), G. S. Sharipova ("Music and its teaching methodology", Tashkent 2004), E. N. Shainskaya, S. F. Deberdeeva, I. S. Glindeman, H. It was studied by researchers such as Madrakhimova ("Uzbekskaya klassicheskaya, professionalnaya muzyka ustnoy traditsii - makom na urokax muzykalnoy kultury v 5-7 klassa", Tashkent, 2002).

The teaching process of music culture at school places great responsibility on the teacher. Under his guidance, the student not only learns the basics of musical art, but also develops his mental abilities, acquires unusual thinking skills. A creative attitude to life is formed in the student, which will further contribute to his success in any profession he chooses in the future. [5]

The problems of training music teachers are often raised in the scientific literature, because the reforms in the field of education introduced changes in both the structural and content components of the educational process. In addition, the latest achievements in the field of music psychology and pedagogy, as well as the general dynamics of the development of society and the corresponding changes in social relations, cannot be ignored.

Currently, scientists have different approaches to the issue of professional training of music teachers. The analysis of scientific sources showed that its improvement occurs in the following directions:

- implementation of complex, integrated, interactive approaches in the process of professional education;
- positive changes in the content of professional training;
- taking into account the specific features of music lessons in secondary schools and, accordingly, the features of the practical work of a music teacher;
- to study special aspects of professional training.

Music education is influenced by both general and music pedagogy, and the process of professional training of music teachers is based on general methodological principles. Many general pedagogical problems related to the organization and characteristics of the educational process are expressed in the science of music pedagogy. This determines the existence of a number of directions for improving the training of music teachers for work in the general education system, which are mainly focused on the specific characteristics of music. One of these areas is N. P. Shishlyanikova's integrated approach is that the professional training of a musician-teacher consists of musical-performance, musical-theoretical and musical-pedagogical training [2].

In this regard, we highlight the following methodological approaches, as well as the organizational and legal vector of scientific developments in their use; psychological and pedagogical; We defined it as content-essence.

Within the framework of the organizational-legal approach, it is proposed to study the legal basis of professional training of music teachers, structural and structural elements of the field of education, general issues of organizing the educational process.

The content-substantive approach includes the identification of variable disciplines, the analysis of the content of the work programs of the disciplines, and the issue of establishing interdisciplinary relations.

The psychological and pedagogical approach causes the greatest difficulties, because its complexity is complemented by the specific characteristics of music education. Here, first of all, it is necessary to proceed from the competency-based approach developed in the science of pedagogy, enriched by psychological knowledge in the next decade.

Within the modern competency-based approach, both competency and competence have been studied. The purpose of this is not to tell the truth directly from the list of music subjects, but to establish full interdisciplinary connections that will help to improve the quality of professional training of future teachers. At the same time, there is not a complete problem with the issue of relativity and interdependence of performance, theoretical and pedagogical training within the framework of music education - optimal educational programs have been developed that allow creating and maintaining connections between various musical disciplines. However, there is another problem of establishing interdisciplinary connections between all existing disciplines (both musical and general). However, it is almost impossible to solve it at the moment, because it requires not only the convergence of the work programs of the subjects, but

also the presence of interdisciplinary competences among the teachers.

Another example of adapting the general principles of pedagogy is the introduction of an interactive approach. Thus, E.V. According to Dimchenko, its use in the training of future music teachers allows them to defend their point of view and have the ability to independently "search" for knowledge [4]. It is impossible to disagree with this, because at the moment society is interested in the generation of creative teachers who can actively participate in innovative educational processes. A teacher who can independently find non-standard, fundamentally new solutions to professional problems becomes a key figure in the modernization of education.

The next direction of research is focused on the Bologna concept, which implies not only the existence of two levels of higher education: bachelor's and master's, but also the definition of a block of elective subjects. Higher education institutions have gained a certain amount of freedom in choosing the list of academic subjects. The internal characteristics of the university can now be taken into account when creating the variable part of the curriculum. This direction includes the study of the content side of the educational process outside the context of the systematic and structural features of the educational field, focusing on the content of individual subjects. Here the interdisciplinary approach is most relevant (the content of most music disciplines is very conservative and confirmed by many decades of practical work). Q. Panjiev correctly writes about the need to teach the basics of national culture - the basics of general and musical culture, which should be within different disciplines, because the teacher "must convey to the young generation the values of national

musical culture and regional culture in general" [3]. In our opinion, the professional training of music teachers should include the acquisition of knowledge about regional cultural characteristics.

In connection with the general trend, the main task of pedagogical practice at the current stage is to develop students' individual creative abilities by increasing their independence and activity.

Pedagogical practice content updating is activity-based practice but competency-based approach is based on B. S. Concepts compiled by Rachina and regulation and implementation of practice in general education adapted to the capabilities and conditions of the organization telnih institutions of the region [1]. This is:

Updating the content of pedagogical practice based on the implementation of the competence approach B. S. Based on the rules developed by Rachina, and adapted to the possibilities and conditions of organizing and conducting practice in regional educational institutions:

1. The general musical-pedagogical activity of music in professional and additional education is based on the rules;
2. Implementation of future music teachers' pedagogical practice based on the principles of systematicity and practical orientation of various types of interdependence and continuity;
3. Variability as the most important principle of organizing the content and forms of pedagogical practice, taking into account the individual characteristics of students and the initial level of

musical-performance, musical-theoretical and methodological preparation;

4. Orientation to the process of formation of the professional competence of the musician-teacher: based on the motivation of creative processes, emerging in the environment of professional education, activating the competence qualities of the future specialist.

A comprehensive approach to pedagogical practice implies that a student studying music education performs all the tasks and activities of a musician-pedagogue during his studies: works with documents, conducts classes, organizes and conducts various types of extracurricular musical-educational, spiritual-educational events. , observes and analyzes the lessons of other students and music teachers, conducts educational and research work.

During the entire period of study, various internships are planned (acquaintance, pedagogical, professional training and research, summer camp). Practices that replace and complement each other are an integral part of the educational process aimed at forming a qualified professional teacher. Increasing complexity of practical activities at school provides dynamics of development of personal and professional qualities of the future music teacher. Before the internship, students are provided with a work program and diary. The diary contains a detailed description of professional tasks, the content and form of work, requirements for the content and formalization of the report on the results of practice, samples of report documents, and evaluation criteria for all types of activities. So, all this will later be reflected in the student's portfolio.

Thus, for the preparation of the profession of a teacher of music culture to be effective, it is necessary to develop interest in teaching, the profession, professional views, foundations and competences in the chosen specialty.

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