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## THEORETICAL AND PEDAGOGICAL BASIS OF THE METHODOLOGY FOR IMPROVING PROFESSIONAL COMPETENCE OF FUTURE MUSIC TEACHERS

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### ABSTRACT

This article analyzes the theoretical and pedagogical foundations of the methodology of improving the professional competence of future music teachers. The theoretical knowledge and pedagogical practice approaches that are important in the formation of the professional competence of a music teacher are highlighted. Also, ways to develop important competencies in the professional activity of teachers - didactic, communicative, creative and technological skills are considered. In order to improve the professional competence of future teachers, the article focuses on strengthening the knowledge and skills of students through modern pedagogical technologies, interactive methods, analysis of musical works, and practical training.

### KEYWORDS

Music teacher, professional competence, pedagogical methodology, theoretical foundations, communicative skills, didactic approaches, creative development, technological skills, interactive methods, practical training.

### INTRODUCTION

Modern conceptual approaches in the field of education include the activation of scientific research on teacher training in higher educational institutions.

Changes in the pedagogical system lead to the formation of a new pedagogical way of thinking, the main link of which is tolerating the pedagogical

process, individual - personal orientation, that is, the orientation of all educational work to the development, its connection with the outside world and is to form a system of sufficient relations with him. The professional competence of a teacher in modern conditions requires a qualitative change in the process of his training in the system of higher pedagogical education, an initial orientation to the nature and direction of the changes taking place in the educational system of higher education.

Currently, improving the effectiveness of teacher activity and professional competence of teachers is a special topic of study in local psychological and pedagogical research. Taking into account the professional qualities of a teacher, researchers have identified more than 50 characteristics (professional qualities and personal characteristics) that make up the image of an ideal teacher, or in other words, a model of a specialist.

In the conditions of the market economy, being able to withstand the fierce competition that takes priority in the labor market requires professional competency from every specialist and requires continuous improvement. So, what is comprehensibility? What are the qualities of professional competence? What qualities of competence should the editor be able to highlight in himself? What is the importance of the methodology of improving the professional competence of future music teachers in higher educational institutions of pedagogy? We aim to talk about these and similar thoughts in this place.

### **Material**

In the dictionary of foreign words, the concept of "competence" is defined as a set of powers and rights

of a person or institution, or a set of tasks and questions related to a certain person.

The French word "somretent" means "competent, competent".

The Latin word "comretencia" means "one who knows well", "having experience".

The suffix "nost" in Russian "komretentlik" indicates the degree of possession of any quality, therefore the term "komretentlik" is used to describe the quality, its level of development.

The English term "somretense" literally means "ability". In terms of content, "the effective use of theoretical knowledge in the activity, high-level professional qualification, skill and talent can be demonstrated.

Comprehension-oriented education was developed by the American linguist I. N. Chomsky (1965, University of Massachusetts). "Euro Competence Key Symposium" held in Bern program (1996), the word "competency" is included among concepts such as "training", "skill", "ability".

In the Joint Declaration of the European Ministers of Education convened in Bologna (1999), the concerted basis of educational reforms was defined as a comprehensive basis.

The concept of "comretency" entered the field of education as a result of the scientific research of psychologists. From a scientific-psychological point of view, competence is how a specialist behaves in unconventional situations, in unexpected situations, how to engage in communication, take a new way in relations with opponents, perform ambiguous tasks,

use conflicting information and continuously develop. and movement occurs in complex processes.

Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the mastering of integrative knowledge and actions in each independent direction. At the same time, comretention allows you to constantly enrich your professional knowledge, use new modern information, understand important social requirements, search for new information, process it and apply it in your work.

PD - 4947 of our President Sh. Mirziyoyev on the Strategy of Actions for further development of the Republic of Uzbekistan dated February 7, 2017 - "Strategy of Actions on the five priority directions of the development of the Republic of Uzbekistan in 2017-2021" developed and adopted on the basis of Fannoni No. The content and essence of my idea advanced in the directions of "further reforming the system" is also focused on the issue of competence of leaders and editors.

Also, the Decree of the President of the Republic of Uzbekistan on June 12, 2015 "On measures to further improve the system of retraining and professional development of managers and editors of higher educational institutions" higher educational institutions professor has become an important leader in constantly improving the professional level and qualifications of his students, and radically improving the quality of his training in accordance with modern requirements.

The State Educational Standards (DTS) adopted by the Cabinet of Ministers of the Republic of Uzbekistan fully define the qualification requirements for the formation

of professional competence of future specialists. The effectiveness of the formation of these qualification requirements in future specialists depends on the level of competence of the head and editor staff of the HEI. In addition, the requirements for skills acquired as a result of good mastery of the work of the leaders and editors of higher education institutions of the world level are also defined in international legal and regulatory documents, and their creative and effective use has a great place and an important role in the organization of educational management based on international requirements. earns.

In general, in the theory of pedagogical education, competence is considered as a necessary condition for the future teacher to be ready for professional and pedagogical activities, as a necessary component of professional and pedagogical culture. Pedagogical creativity is effective if it is based on high professional and pedagogical competence.

The study of the essence and structure of the concept of "competence" revealed a wide range of its interpretations. The concept of "competence" is used by scientists in various fields of science.

### **Literature analysis (review).**

E. F. Zeer considers qualification as a part of competence that represents the interests of a person who combines knowledge and skills, individual abilities, attitude to work and social environment. According to him, the main components of professional competence include:

-special competence-preparation for independent performance of professional tasks, ability to evaluate work results, ability to acquire new knowledge and skills independently;

- social competence - the ability to work in a group and cooperate with other employees, the readiness to take responsibility for the results of one's work, the environment and other real values;

- personal competence - readiness for constant improvement of qualifications, self-education, reflection, ability of a person to educate himself in professional work.

The concept of "professional competence" "describes the unity of theoretical and practical preparation for the implementation of pedagogical activities and the professional skills of the teacher".

According to L. M. Mitina, professional competence includes "knowledge, skills, abilities, as well as methods and methods of their implementation in activities".

N. V. Kuzmina understands professional and pedagogical competence as a set of abilities of a teacher as a subject of pedagogical influence to organize scientific and practical knowledge in a special way in order to find effective solutions to pedagogical problems. U distinguished the following elements of pedagogical competence:

- special and professional competence in the field of the taught subject;
- methodological competence in students' motives, abilities, direction;
- self-psychological competence in the field of advantages and disadvantages of own activity.

A. K. Markova justified the legitimacy of considering the teacher's professional competence as an integration of various powers: special, activity, social,

personal, individual. It defines the following composition of competence: knowledge, skills, approach, personal characteristics. In this case, kinship is interpreted as a system of relationships that determines behavior.

In the research of Austrian scientists R. Ulrik and P. Ulrik, the following characteristics of a competent person are listed:

the ability to make decisions about oneself;

the ability to suppress one's insecurities;

provide the most effective ways to achieve the goal;

the ability to determine the nature and content of activities based on existing knowledge and experience;

the ability to analyze one's own activities.

The professional competence of a specialist, as noted by T. G. Brage, is not only professional basic (scientific) knowledge and skills, but also value orientations, motivations for his activity, understanding of himself and the world around him, the style of relations with the people he works with, his general determined by culture and ability.

Professional competence is expressed in the following conditions:

- in complex processes;

- performing unclear tasks;

- using conflicting information;

- being able to have an action plan in an unexpected situation.

Types of comretentive models:



- Professional value;
- Professional skills and qualifications
- Professional understanding and excellent knowledge.

## DISCUSSION

The professional competence of future music teachers is not formed by itself, but there are stages of its formation, and on the basis of these stages, teaching staff is educated and formed. They consist of the following steps:

Formation stages of the future music teacher competence:

- determination of editorial and musical ability;
- education and formation;
- drying (giving small cracks);
- believe.

Self-representation of the editors of higher education institutions based on knowledge, experience, abilities and professional skills plays an important role in effective audience management.

There are specific tasks of managing the process in the modern editor's office of higher education institutions, which are as follows:

- design;
- organization of processes;
- innovative management of activities;
- giving motivation;
- control;

- analysis.

Below is a brief description of the qualities reflected on the basis of professional competence:

**1. Social competence** - the ability to show activity in social relations, the ability to communicate with subjects in professional activities.

**2. Special competence** - preparation for the organization of professional-pedagogical activity, correct solution of professional-pedagogical problems, realistic evaluation of activity results, sequential development of knowledge, qualifications and skills, psychological, methodological on the basis of this competence, informative, creative, innovative and communicative competence is noticeable. They express the following content:

a) psychological competence - creating a healthy psychological environment in the educational process, organizing positive communication with students and other participants of the educational process, being able to understand and eliminate various negative psychological disagreements at the right time;

b) methodical competence - methodically rational organization of the editorial process, correct determination of the forms of educational or educational activity, ability to choose tools and methods in accordance with the purpose, know how to effectively use methods;

c) information literacy - searching, collecting, sorting, processing and effectively using necessary, important, necessary, useful information in the information environment;

d) creative competence - a creative and critical approach to editorial activity, being able to demonstrate one's own creative skills;

e) innovative competence - putting forward new ideas on improving the editorial process, improving the quality of education, increasing the effectiveness of the educational process, and successfully implementing them into practice;

f) communicative competency - being able to have a sincere dialogue with all participants of the educational process, as well as students, listen to them and have a positive influence.

3. Personal competence - consistently achieving professional growth, increasing the level of qualifications, demonstrating one's business potential in professional activities.

4. Technological competence is the mastery of advanced technologies that enrich musical editorial skills, knowledge, and skills, effective use of modern tools, techniques, and technologies.

5. Extreme prudence - to make rational decisions in emergency situations (natural disasters, technological process failure), when editorial disputes arise, to follow the rules of correct movement.

It is important to work on yourself and develop yourself in order to gain professional and editorial competence for future music teachers in higher education institutions. Self-development tasks are determined through self-analysis and self-evaluation.

One of the important tasks in giving a modern touch to the musical education process in the "Musical Education" department of higher educational

institutions is to arm future music teachers with professional-pedagogical knowledge, skills and abilities, to become future musicians. is to increase the quality of training of teachers, to form motivation for professional activity, to develop the professional training of future music teachers.

Modernization of higher educational institutions of pedagogy and the process of music education in them, improvement of the quality-monitoring of the system of training of pedagogical specialists, arming future teachers with modern professional qualifications, knowledge, and skills, acmeological in relation to professional activity in them formation of motivation is one of the important tasks in the process of formation of professional training of pedagogical specialists.

The experience of developed countries, in particular, Great Britain, Australia, Switzerland, Germany, Malaysia, Canada, shows that the main task of professional education is to develop intelligence and logical thinking in students based on the specificity of the chosen specialty. consists of, and on the basis of the perfect performance of the given task, the professional training of the students is ensured. In this case, as the main criterion requirements of professional training, the practical readiness of music teachers for activities and the level of mastering of knowledge, skills and qualifications within the scope of specialization are aimed as adaptation to the requirements of professional activity.

Thus, competence is understood as a person's stable ability for knowledgeable activity, which consists of a deep understanding of the essence of the tasks being performed and the problems being solved. The effectiveness of the teacher's work depends on his professional skills. We believe that professional

competence is a multifactorial phenomenon. It is not only special basic scientific and methodological knowledge, skills, but also professional, but also working with people that depends on the general culture of the teacher, his value orientations, the content of his activity and his ideas about himself as a specialist. includes ability.

## CONCLUSION

Based on the analysis of the scientific ideas presented above, it can be said that the professional competence of the future music teacher in the higher educational institutions of pedagogy is formed and manifested in the process of practical activity. The professional competence of the teacher in the organization of the musical education process is reflected in his educational and methodological activities, in the effective use of innovative educational technologies, in the consistent use of game technologies, as well as in his abilities to solve editorial problems.

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