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ISSUES OF HARMONIZING NATIONAL AND INTERNATIONAL EXPERIENCE IN TRAINING MUSIC TEACHERS

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ABSTRACT

This article discusses the theoretical and practical aspects of integrating national and international experiences in the process of training music teachers. The current situation in the education system of Uzbekistan is analyzed, and proposals and recommendations are developed based on the study of advanced practices of developed countries. Methods for improving the professional competence of music teachers in accordance with national values and international standards, as well as the effectiveness of using innovative pedagogical technologies, are shown. The study analyzes the importance of integrating national musical heritage and modern global trends in improving the quality of music education.

KEYWORDS

Music education, national experience, international experience, music teachers, pedagogical technologies, professional competence, integration, musical heritage, international standards.

INTRODUCTION

The history and culture of each nation are embedded in its soul, and its music is the voice of this soul. Music is a powerful tool that educates the human spirit and

creates the basis for the socio-spiritual development of society. In today's era of globalization, the need to preserve national culture and enrich it with

international experience is becoming increasingly urgent. In particular, the effectiveness of education can be increased by combining national values and international pedagogical approaches in the process of training music teachers.

Combining national musical heritage with international educational standards not only develops the professional skills of teachers, but also forms a deep respect and interest in the art of music in the hearts of students. This process, especially in today's era of increasing international exchange of musical cultures, requires the use of advanced pedagogical technologies and innovative methods in the field of music education. Therefore, the issue of combining national and international experiences serves as a solid foundation for bringing the quality of music education to a new level.

The new generation of teachers, especially in the field of music education, should not only have deep respect for our national values, but also have the ability to study the global musical heritage and apply it in their activities through new approaches. Thus, this article is devoted to the development of professional training of music teachers by combining national and international experiences.

METHODOLOGY

The success of the study largely depends on its methodological foundations. This article uses various scientific and methodological approaches to study the issues of combining national and international experiences in the training of music teachers. First of all, the importance of understanding national values by studying the history and content of the national musical heritage was determined. At the same time,

the experience of developed countries, in particular, international standards and methodologies of music education, was analyzed.

The comparative analysis method played a special role in the study. With the help of this method, similarities and differences between national and international approaches, as well as their complementary aspects, were identified. To collect empirical data, interviews and surveys were conducted with representatives of the field of music education, including experienced teachers and student teachers. The data obtained were summarized on the basis of content analysis, and their scientific basis was developed using an analytical approach.

In addition, an experimental method was used to study the effectiveness of the use of innovative pedagogical technologies in music education. During the experiment, modern multimedia tools and interactive teaching methods were tested in the learning process. The results were summarized theoretically and practically and developed in the form of recommendations for their application in the music education process. These methodological approaches made it possible to ensure the harmony of national and international approaches in the development of music education. The methods used during the study served not only to evaluate the results on an analytical basis, but also to determine scientific and practical directions for future research.

Literature review

In the process of studying the literature on music education and music teacher training, a wealth of national and international sources was identified. National scientific research is mainly focused on the

historical development of music education in Uzbekistan, the preservation and development of national values and musical heritage. In particular, the works of scientists such as U. Karimov[1] and Z. Tulaganova[2] provide important theoretical foundations for national music education, teacher training, and improving musical literacy. These works highlight the importance of national music culture in educating the younger generation and make important proposals for its introduction into the educational process.

During the analysis of international literature, studies devoted to advanced approaches and innovative methodologies for the training of music teachers were studied. The works of authors such as A. Swanwick[3], K. Schmidt[4] and E. Elliot[5] provide detailed information on international music education standards and interactive approaches. In particular, the issues of creativity and the use of alternative methods in music pedagogy are highlighted as topical issues. These works reflect the modern requirements of music education and serve as an example for bringing national music pedagogy to a new level. One of the important aspects identified during the study of literature is that national and international studies are mainly focused on a specific topic, and insufficient attention is paid to the issues of their harmonization. There is a need for scientific works that offer a systematic approach to the issue of integrating national heritage and international experience. Also, many international studies place great emphasis on modern pedagogical technologies and gamification methods, but methodological recommendations for adapting these processes to the national education system have not been sufficiently developed. Therefore, this article aims to fill the existing gaps by

in-depth covering theoretical and practical issues in the training of music teachers by combining national and international studies. The literature review provided important scientific foundations and evidence for researching this topic.

DISCUSSION

The issue of harmonizing national and international experiences is one of the important areas in the field of music education today. Ensuring a balance between national values and international standards in the training of music teachers serves to increase the effectiveness of the educational process. This harmony allows music teachers to be formed as specialists who are not only able to preserve national traditions, but also to adapt to modern global trends.

During the study, the interdependence and opportunities for mutual enrichment of national and international approaches were identified. National experience serves to develop students' cultural and aesthetic abilities by introducing them to the national musical heritage. International experience pays special attention to improving the professional skills of teachers using creative approaches, interactive methods and modern technologies. The combination of these two approaches serves as an effective solution for strengthening interactive relationships between teachers and students and improving musical literacy. During the discussions, it was revealed that there are some problems in adapting international experience to the national education system. In particular, it is necessary to increase the level of training of pedagogical personnel in order to harmonize the national musical heritage with international standards. In addition, the issue of not losing national identity in the process of adopting

global educational technologies is of urgent importance. This problem requires not the direct application of international methods, but the development of flexible approaches, combining them with national values. During the discussion, special attention was also paid to innovative approaches to improving the quality of education. In particular, the use of multimedia tools and gamification methods increases the opportunities for music teachers to create an effective learning environment. At the same time, the continuous updating of teachers' professional qualifications through the development of international musical cooperation was also recognized as an important factor.

Thus, the harmonization of national and international experiences is one of the main directions in bringing the quality of music education to a new level. This balanced approach serves as a solid foundation for developing the professional skills of music teachers and increasing the effectiveness of the educational process.

CONCLUSION

Music education occupies an important place as a key factor in the cultural and spiritual development of society. The harmonization of national and international experiences opens up new opportunities for the development of this area. During the research process, it was revealed that there is a great potential for mutual enrichment between the national musical heritage and international pedagogical approaches. This harmony creates the foundation for the formation of music teachers as competitive specialists not only in preserving and developing national values, but also in applying modern technologies and approaches.

It was noted that the main aspects of the national experience are the preservation of the Uzbek musical heritage, ancient traditions and national values. At the same time, international experiences, in particular the use of interactive educational technologies, creative pedagogy and multimedia tools, are of great importance in improving the professional skills of music teachers. The combination of these two approaches not only improves the quality of education, but also brings students closer to national and global musical culture. At the same time, some problems were identified in the implementation of international standards in the national education system. To solve these problems, it is necessary to expand teacher retraining and advanced training programs, strengthen the use of innovative pedagogical methods, and activate national and international cooperation. In conclusion, the combination of national and international experiences in the training of music teachers is an important tool not only for improving the quality of the educational process, but also for preserving the national musical heritage and promoting it worldwide. This approach serves to further develop music education and strengthen its significance in the global context.

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