

# Approaches to Structuring the Pedagogical Practice of Prospective Music Teachers Within an Innovative Educational Cluster

 Mukhitdinova Malohat Sajabborovna

Pedagogical practice, cluster, music teacher, professional competence, project-based practice, mentoring, digital technologies, Uzbekistan

**Received:** 10 April 2025; **Accepted:** 06 May 2025; **Published:** 08 June 2025

**Abstract:** The article examines modern approaches to organizing the pedagogical practice of future music teachers, with a focus on the cluster model. Based on the analysis of theoretical sources and the results of empirical research, the advantages and limitations of traditional forms of practice are revealed, and the effectiveness of the cluster model is substantiated as an innovative tool for developing professional competence. Examples of project-based and digital practice are presented, along with recommendations for implementing the model within the music-pedagogical education system.

**Keywords:** Primary education, methodological skills, teacher, innovative approach, interactive methods, independent thinking, competency-based approach.

**Introduction:** The modern system of training of pedagogical personnel in Uzbekistan is experiencing the stage of active transformation in the context of digitalization, the introduction of a competency-based approach and updating international standards. Particular attention in this process is paid to the organization of pedagogical practice, which acts as a key link in the formation of the professional competence of the future music teacher [1]. However, traditional forms of practice often turn out to be inappropriate in time requests, limiting students' capabilities in the application of knowledge and the development of pedagogical skills.

In recent years, the category of "competence" has acquired the status of an international concept. In particular, within the framework of the Bologna process, professional competence was defined as a central element of educational standards. In addition, the World Bank, analyzing the prospects for the development of education, emphasizes that the so-called Soft Skills - communicative, emotional and social skills - become as significant as academic training. This is especially true in the context of the training of future music teachers, since musical art is a universal language of emotions and interpersonal interaction. The concept

of pedagogical practice in this study is considered not as a formal element of the curriculum, but as a special educational space in which theoretical knowledge with real professional activity occurs. It is in the conditions of practice that the student first enters into direct interaction with students, faced with their individual characteristics, interests and difficulties. Within the framework of this activity, key pedagogical skills are formed: the ability to improvise, flexibility of thinking, adaptation to unpredictable situations and making decisions in the conditions of a living educational process.

Scientific literature interprets professional competence as an integrative characteristic of a teacher's personality, including cognitive, motivational and activity components [2, 3]. Pedagogical practice, according to Khojamkulov, is the space of the formation of pedagogical identity, where the theory meets reality and is formed by readiness for professional activity [4]. Given the international trends and local context, the transition to innovative models of the organization of practice, among which the cluster system occupies a special place, becomes relevant.

Theoretical foundations of the cluster model. The

cluster model is a form of partnership between universities, schools, cultural institutions and employers, based on coordination, mutual responsibility and interdisciplinaryness [5]. The approach proposed by Khutorovo allows us to consider competence as a result of the integration of various professional resources [3]. The cluster provides students with a variety of practice formats, including design, digital and cultural-oriented activities.

International experience (Finland, South Korea, Canada) confirms the effectiveness of such models. In Finland, for example, students are practiced in museums and studios, and in Korea, they are accompanied by mentors in the process of pedagogical activity. These practices can be adapted to the conditions of Uzbekistan in the presence of institutional support and regulatory framework.

In the context of modernization of education and the introduction of digital and cluster forms of interaction between educational institutions, the approach to the organization of pedagogical practice is significantly changing. A comparison of traditional and innovative methods allows not only to identify the main differences in the content and forms, but also to determine their effectiveness in the preparation of future music teachers.

The traditional approach is based on a rigidly regulated forms of practice, within which the student, as a rule, acts according to a previously approved scenario. These methods include: work in one educational institution, mandatory support of a mentor, limited use of digital technologies and the predominance of reproductive pedagogy.

Main characteristics:

- localization of the educational process in one school;
- control by the curator from the university and mentor from the school;
- weak relationship with the professional environment (cultural institutions, employers, etc.);
- Orientation to the front form of work, reporting and consolidation of the traditional repertoire.

This approach had a certain effectiveness in the conditions of a centralized model of education of the

20th century, however, in modern conditions, it demonstrates limited in the formation of flexible and interdisciplinary competencies in future teachers.

Problems of traditional practice. Based on the results of the questionnaire of musical and pedagogical areas, more than 60% of respondents noted difficulties in developing lessons, taking into account the age characteristics of students. About 54% indicated a lack of methodological and emotional support from schools [4]. The leaders of the bases of practice confirm the low level of the performing training of students, the lack of pedagogical initiative and weak readiness for independent work. Many students who come to pedagogical practice experience difficulties with work in an orchestral format or organizing ensembles, especially in those schools where there is no appropriate material base.

The analysis showed that the traditional model of practice suffers from template, lack of reflection and interdisciplinary relations. The potential of digital technologies are poorly used, the individual interests of students are not taken into account, and the distribution of bases is often formal [4]. This reduces motivation and limits the possibilities of professional growth.

Cluster model as an innovative approach. As part of the experiment, a cluster model was tested on the basis of the ChSPU, including partnership between the Department of Musical Education, a number of schools, a theater studio and a cultural center. Students have practiced double curators - from the university and the host organization. They developed joint projects, participated in interdisciplinary events, organized master classes and concerts.

An example of a successful implementation was a student theater studio, in which in four years progress was reached from the organizational stage to victory in the republican competition. This practice contributed to the development of leadership, responsibility, the ability to public presentation and group work. Students demonstrated the growth of professional motivation and confidence, and also formed pedagogical reflection [4].

<b>Criterion traditional approach cluster</b>	<b>Traditional approach</b>	<b>Cluster approach</b>
Place of practice	One school	Different institutions: schools, museums, Philharmonic, theaters

Support	Mentor at school and curator from the university	Mentor + expert circle (methodologist, tutor)
Tools	Printed plans, practice diary	Digital portfolio, video reflex, digital diary
Types of practice	Educational and production	Educational, production, design, digital
Competencies	Methodical and performing	Projective, interdisciplinary, research
Involvement	Partial, episodic	Constant, integrated
Methodological basis	Lecture-re product	Personal-oriented, activity

Digital practice during the pandemic period. In the conditions of Covid-19, the practice was translated into remote format. Students recorded video tutorials, created multimedia materials, worked with Zoom, Google Meet, Padlet. This contributed to the development of digital literacy, the ability to plan classes and manage students' attention in an online environment.

Experience has shown that despite the complexity of the format, students became more independent, creative and responsible. They developed copyright resources, led online consultations, led a video blogs about practice, which has strengthened their involvement and introspection skills.

Advantages and restrictions of the cluster model. Advantages: interdisciplinary, mentoring, variety of forms, digital adaptation, expansion of a professional environment, flexibility, increased reflection. Disadvantages: high organizational load, the need for administrative coordination, the uneven resources of partners, the need to prepare mentors.

## CONCLUSION

Thus, the cluster model of pedagogical practice demonstrates high effectiveness as a means of forming the professional competence of the future music teacher. It allows you to overcome the limitations of traditional practice, expand the range of educational formats, and involve students in real professional processes. The model requires institutional support, regulatory framework and readiness for the coordinated interaction of all participants. Its implementation can improve the quality of training of pedagogical personnel in the field of musical education.

## REFERENCES

Zimnyaya, I. A. (2004). Key Competencies as the Result of a New Quality of Education. Moscow: Research Center for Problems of Quality of Training of Specialists. 32 p.

Khodjamkulov, U. N. (2020). Pedagogical Education Innovative Cluster (on the example of the education system of Uzbekistan). Academic Research in Educational Sciences, (4), 110–117.

OECD. (2019). Teachers and School Leaders as Lifelong Learners. Paris: OECD Publishing. 180 p.

Nazarova, D. M. (2021). Online Teaching During the Pandemic: Challenges and Solutions. Pedagogical Review, (2), 28–32.

UNESCO. (2020). Teachers in a Changing World: Global UNESCO Report. Paris: UNESCO. 198 p.