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LEVEL OF TRAINING AND PRIORITY TASKS OF A MODERN MUSIC TEACHER IN GENERAL SCHOOLS

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ABSTRACT

The teaching profession is one of the most ancient and considered very responsible and difficult. In the works of thinkers of the past, attention is constantly focused on the fact that a person who has chosen a fether, a mentor of a teacher, must not only love children, have an interest, a predisposition to this profession, but also be literate and prepared.

KEYWORDS

Music, pedagogy, status art, teaching methodology, pedagogical measures.

INTRODUCTION

The ancient Greek philosopher Confucius drew attention to the high level of teacher training and his pedagogical wisdom. "When a noble man teaches and educates, he leads, but does not pull, encourages, but does not force, points the way, but allows the student to go on by himself." The content, methods and requirements for teacher training have been improved over many generations by teachers - "practitioners and educators - theorists. The range of issues, the level of abilities, the corresponding amount of knowledge and

experience necessary for the teaching profession were determined. Over time, the concept of "preparedness", "orientation", "readiness" for pedagogical activity was transformed into a new, more modern category - "professional competence". [1. 23.]

THE MAIN RESULTS AND FINDINGS

Time makes new demands on the professional skill of the music teacher. Questions about. which one should beat teacher, what qualities should he possess in order

to be at the level of modern requirements, today are widely discussed on the pages of the press. Describing the personality of a music teacher, L.G. Archazhnikova notes its integrity: "The most important manifestation of integrity is the choice by a person of the main line of his behavior, the definition of opportunities and the type of activity in which he can most clearly manifest. The holistic personality expresses itself in the pursuit of creativity, to artistic self-manifestation".

Among the professionally significant qualities of a teacher's personality

music, we emphasize the observant! b, skill and

the teacher's ability to penetrate the spiritual world of students, to adequately perceive their feelings and thoughts at the time of perception of music.

Perception is one of the central issues

musical education of students E.B. Abdullin emphasized that: "... the life and musical experience of schoolchildren, which belongs to a wider sphere of musical phenomena, is included in the process of music perception. This is the experience of direct experience and reflection, formed under the influence of musical art, and artistic experience associated with the use of music.

An experienced teacher for minor external manifestations - replicas, facial expressions and manifestations of a psychological state student - joy, sadness, indifference - can correctly understand the state of mind of the student. Therefore, it is precisely the perceptual information that comes through the "feedback channel" during the perception of music or during a story about it that gives the teacher the material that is necessary for regulating the educational process classes. It is necessary to study children systematically in depth. Therefore, in the

system of new approaches in solving educational problems, a music teacher must necessarily include his ability and ability to study students. A modern music teacher must also possess didactic qualities. This is the ability and ability to creatively process scientific and methodological material into the material of an educational subject accessible to students; the ability to apply and develop new active methods that meet the characteristics of the class, their general and musical culture; specific conditions for conducting classes; depending on a particular situation - to adjust their activities; to teach students to work independently and others. [2. 53.]

One of the most important elements of didactic abilities,

which a music teacher should possess is the ability to control his speech. In the conditions of a music lesson, singing songs, listening to musical works, playing children's musical instruments and other activities of students should be accompanied by a teacher's story. On this occasion, L.G. Archazhnikova notes; "In order for the performance to be understandable to students, to stimulate the emergence of figurative associations, to contribute to the logical understanding of what they heard, it is necessary to bring them to

active listening, teach to live and music. The performance of this sadani is served by a verbal commentary. In this regard, a music teacher must constantly work on his speech, acquire the ability to speak not only competently, but also figuratively, expressively, emotionally. After all, the area of activity of a teacher is ethical education (lectures, concerts, talks about composers, etc.), and their success to a large extent depends on the oratorical data of the teacher [3. 122.]

In essence, the activity of a music teacher should be built like this. so that in practice there is a contradiction between the mastered leading scientific and methodological knowledge and practical skills. It is this contradiction that will force the teacher to pay attention to self-education and self-development, which are one of the most important areas for enhancing the educational process. A seeking music teacher strives to achieve success, first of all, by increasing the effectiveness of his musical and pedagogical activity. To achieve high efficiency of his actions, a teacher-musician must:

- know the scientific foundations of the educational process, methods and means of influencing students;
- know the psychology of the student, the level of his general and intellectual abilities;
- know the individual characteristics of musical abilities and performance training;
- Be able to analyze and creatively interpret special professional literature;
- Be able to plan their musical and pedagogical activities in a holistic musical and pedagogical process; improve your teaching skills.

It should be noted that the implementation of each of these

components is due to the need for the development of the teacher-

musician self-reflection, self-analysis, self-assessment, allowing not only objectively researched, on the personal level of their abilities, but also to determine the ways of their development.

CONCLUSION

Thus, the education of independence, initiative, the need for creative work is the basis of the psychological

and practical preparation of a music teacher for self-education.

The main indicators of personality development are erudition, independence of mind, ability and others. [4. 85.] Also an important condition for the self-development of the personality of a teacher-musician is the organization of one's own activity, stimulating potential and actual opportunities and abilities. So, the activity of a music teacher consists not only in theoretical and practical training, but also largely depends on their own personal qualities, on the ability to independently acquire and update knowledge, develop the need for self-improvement and creative search for forms of realization of their activities.

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