



Formation Of Individual Education Methodology For Future Music Teachers

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Abstract: the article examines the skills of future music teachers in the formation of individual educational methods.

Keywords: folk music heritage, national idea, ideology, education, training, personal spiritual maturity, comprehensive schools, curricular and extracurricular activities, pedagogical requirements and criteria.

Bo'Lajak Musiqa O'Qituvchilarida Individual Ta'lim Metodikasini Shakllantirish

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Annotatsiya: maqolada bo'lajak musiqa o'qituvchilarida individual ta'lim metodikasini shakllantirish ko'nikmalari ko'rib chiqilgan.

Kalit so'zlar: xalq musiqa merosi, milliy g'oya, mafkura, ta'lim, tarbiya, shaxs ma'naviy kamolot, umumta'lim maktablari, dars va darsdan tashqari faoliyat, pedagogik talab va mezon.

In modern society, higher education has become one of the important areas of human activity. The reason for such attention is the understanding that the most



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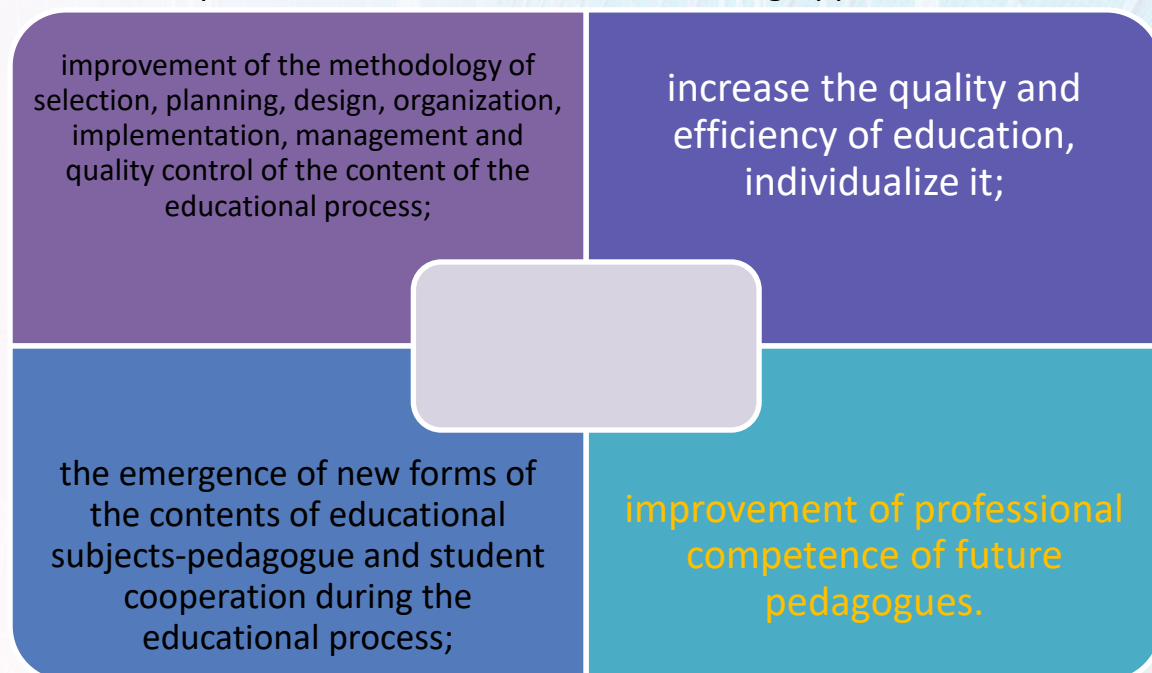
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important value and main capital of modern society is the training of a specialist capable of searching for and mastering new knowledge and making non-standard decisions. An important direction of modern pedagogical science is the search for tools and conditions that ensure the improvement of the effectiveness of the teacher training process. In this regard, our President Sh. Mirziyoev's opinion that "We consider it our first duty to improve the activities of all links of the education and training system based on the requirements of today's time" places a great responsibility on the pedagogues of higher education operating in the education system. .

The development of social life presents the educational system of the Republic of Uzbekistan with the issue of implementing a number of very important and urgent tasks. Some of these include: radically improving the quality of education, solving the problems of connection and coherence between subjects, inter-subjects, educational stages, ensuring that education is open to all, and accelerating the processes of integration with the developed scientific and educational environment of the world. can be shown. In order to solve such problems, the introduction of modular teaching technologies into the educational process serves to reveal the following opportunities in education:





The education system of our country faces a number of important tasks, such as improving the quality and efficiency of education, its openness, humanism and individual orientation, ensuring the coherence of all levels of education, and its integration with the world educational environment. put the issue of performing urgent tasks transversely

The fulfillment of the tasks set before the general education schools, which provide education and upbringing to the personality of the student, depends, first of all, on the quality training of pedagogues in higher education institutions. The level of competence of specialists, professional skills, the ability to correctly and purposefully manage pedagogical processes determine the success of forming the student's personality. This system of higher pedagogic education, in general, all organizations responsible for education and personnel training, sets the urgent task of further researching the issues of professional training of future pedagogues to organize and manage the processes of educating a well-rounded person.

In order to achieve these goals, it is necessary to further strengthen the educational and methodological base of the higher education system, to further improve the conditions for students to acquire comprehensive intellectual knowledge, and to increase the scientific potential and professional competence of personnel.

The word "competence" was used in science for the first time in the 50s and 60s of the 20th century and meant the ability of a person to perform an activity. "Competence" is the effective application of knowledge, skills and abilities; "competence" is an existing and possible ability to perform a certain activity. Therefore, in the process of teaching each subject, competences related to it are formed based on its content and characteristics.

Professional competence is the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and their practical application at a high level.

The urgency of the problem of improving students' professional competences is related to the fact that graduates of music schools are often incapable of



independent professional activity. Among the shortcomings, the limited knowledge in the field of musical culture and art, the methodology of music education, the insufficient training of specialists and performance practice are particularly important. Often, a young specialist has a complete lack of creative ability. Thus, it is necessary to highlight the factors that contribute to the creative activity of the future music teacher, self-awareness, and improve the professional competence of the graduate.

Art is one of the most important and priority criteria determining the level of socio-economic, spiritual and educational development of a particular country, society, as an integral part of any national culture according to its nature and social content.

Education in the field of art, what should it be?

In recent years, the attention and respect paid to artists by the head of our country has encouraged the work of representatives of the industry, increased the social responsibility of each artist, and encouraged them to look at their work from a new perspective. In particular, in the decision "On the approval of the concept of further deepening of national culture" adopted by the President of the Republic of Kazakhstan, coherence and succession between education and training and special creative and professional programs in the system of training qualified personnel in the field of culture and art the absence of principles, the effective use of individual teaching method in teaching students and youth was noted.

Musical ability. It is known that at the initial stage of learning music, much attention is paid to its development in the musical educational process, and specific musical abilities are the leading determinant. In the work "Psychology of Musical Abilities", B.M. Teplov writes: "Musical ability" as a part of musical activity is a set of individual psychological characteristics, unlike any other music, but at the same time associated with any type of musical activity "[3] expressed his opinion.

The first common problem faced by the modern music education teacher is related to the variability and limitations of the proposed program. Pedagogical



problem situations often arise from the fact that the teacher does not understand how to use all the educational complex that should be available, for example, working plans. This is especially true for music teachers in regional educational institutions and in higher education who do not have sufficient professional skills. Their fall into such a situation is due to the technical means (video projector, electronic board, etc.) for presenting the subjects of the work plan, instructions, additional didactic materials in electronic form, even if the teacher is at school. is not given, even if it is given, it comes from the fact that the teacher does not have the ability to use it. If we talk about district areas, it seems that it is very difficult to search for such means on your own, and in most cases there is no attempt at all. The authors of the recommended programs do not publish materials necessary for teachers in open electronic copies, new collections are not always available in bookstores, but only outdated copies can be found in libraries, but new musical works are always available. they said they couldn't find it. This problem is becoming urgent due to the competence requirements offered to music teachers.

The second general problem that characterizes the activity of a music education teacher in modern conditions is the variability of teaching methods recommended in the main educational and methodological sets and other materials, and sometimes in abstract conditions, in the methods of their implementation, they are not always professional preparation, the use of music selections in certain working conditions. At the same time, the inability to demonstrate in practice the existing large-scale activities of music teaching, education and personal development with the help of music in open lessons and in the process of implementing other forms of lessons.

The third generalized problem is the lack of qualifications of teachers in the field of teaching, educating and developing children's musical abilities at a high level during music lessons. The lack of general instructions for the types of activities that should be included in the content of music lessons in modern educational and methodological complexes. At the same time, the lack of specific recommendations and algorithms for the selection and application of existing



methods, the formation of optimal complexes of methods and tools, and the lack of skills to approach these aspects creatively. The methodology of teaching students musical literacy, solfeggio, one- and two-voice and other types of musical activities has not been thoroughly developed by local musicians and teachers.

Such problematic components of professional activity can be studied by the method of educational situations in the conditions of modular teaching at the university.

The criteria for the formation of the module are as follows: the ability to teach the module as a part of various subjects and as an independent lesson while maintaining the right of content and practical value; the possibility of restructuring it in accordance with its goals and objectives, the needs and requirements of employers. Providing such flexibility of the educational module makes it suitable for different professional groups - students of elementary music education, and also a graduate who may be interested in scientific research, methodological interest in this module, i.e. future music teacher. allows use in teacher training. The types of educational modules can be used as a tool for the formation of pedagogical competencies related to the labor market within the framework of professional development for practicing teachers, administrative staff of educational institutions and methodologists of general and vocational education institutions. .

The purpose of the modular programs is definitely to train a qualified specialist. Creating a module program begins with determining the system of requirements for this specialist. Today, after studying the system of general requirements for a future music teacher, we can divide them into three main groups. The criteria for determining the competence of a music teacher can be divided into the following categories

Analysis of initial conditions in modular training. The use of a modular system in musicology provides an opportunity to quickly develop and implement a new modular unit instead of an old one. The advantage of education in music science based on the module system is that more attention is paid to the learner, his



independent work on himself, and self-control. The duration of training based on the module system depends on the training of the learner and the level of his desire to acquire professional qualifications. Training can be stopped after the desired model of training.

In order to prepare for the teaching of music science based on module technology, that is, to organize theoretical and practical training, work will be carried out in three directions.

First of all, the state of preparation of students is analyzed, their knowledge, the level and ability of mastering educational materials is determined. Because their self-confidence, ability, personal status, and age have a certain influence on their education. Based on the classification of students according to their abilities, it is recommended that they master the subject independently.

Second, the existing conditions are analyzed. It includes the following: legal conditions; In this, the curriculum and programs related to the educational process are studied. Conditions related to the organization of the educational process; In this, the place and other conditions of the theoretical and practical training included in the module are studied. Technical conditions; In this, the availability and condition of technical equipment and devices, educational and auxiliary audio-visual tools are studied.

Thirdly, the topics to be covered are analyzed and various sources, i.e. educational materials, etc., necessary for determining the content of the modules are studied. For example: 1) textbooks, manuals and other literature in the field of music; 2) scientific literature (electronic textbooks, Internet information) is studied.

Determining the educational purpose and content of the module in music. In teaching on the basis of module technology, the purpose and content of music education, the purpose and content of modules are determined first. At the end of the educational goals, the knowledge, skills and personal skills that the student should achieve as a result of education are determined. Learning objectives are developed based on the requirements of the network educational



standard. The clearer the learning objective of the module, the easier it is to assess the level of achievement.

Preparation of educational and didactic materials and educational tools for the module. Educational didactic materials and educational tools mean information sources and instruments that serve to form knowledge and skills. In the teaching of music science based on modular technology, as educational didactic materials in theoretical and practical lessons, textual visual tools, for example, educational literature, electronic textbooks and lecture texts, handouts, methodical instructions are used.

Conducting theoretical and practical training. It is recommended to conduct the theoretical exercises included in the module in sequence. In the teaching of music subjects based on module technology, it is necessary to organize lessons in an interesting way. This has a positive effect on the mood of the learners and helps them to be interested in this field or the topic to be studied in the next lessons.

Assessment of students' theoretical knowledge, practical skills and qualifications. In teaching music science based on module technology, students' knowledge and skills should be regularly assessed in accordance with educational goals. Assessment is based on pedagogical principles and State Education Standards. Through evaluation, the entire learning process of the module and all its competencies are checked for acceptability. This will determine whether modular training is giving the expected result or not. Students are given tasks that make it possible to think and process information. After each task or exercise, the work is evaluated. An open and honest discussion of the results in groups is also highly effective. At the end of the module study, you should allow time for a final interview. This gives a good opportunity to reflect on the results of students' work, what they did and did not improve.

In the action strategy for the further development of the Republic of Uzbekistan, "developing mechanisms for evaluating the quality of education, increasing the availability and efficiency of educational services" and "widening the work of



obtaining education in the necessary specialties and improving the qualifications of personnel" in order to ensure the implementation of priority tasks such as "establishing in the scope" the formation of integral and systematic integrative knowledge, skills and competencies of learners and diagnostic evaluation of educational results is important. From this point of view, it is necessary to study the situation of the higher music education system in practice, to research their artistic and aesthetic competence in the fields of specialization, to develop innovative methods of pedagogical diagnosis and to put them into practice.

Abdulla Avloni (1878 - 1934), one of the leading intellectuals of Turkestan in the late 19th - early 20th century, said that music plays an important role in human education, especially that "it has wide possibilities in educating young people." and the fact that he opened a new school in 1916 and gave music lessons a place is one of the bright pages of our national history. At this point, it is worth recalling the words of enlightened scientist Fitrat about music culture and its influence on spirituality: let's not follow European melodic methods in notating our tunes with the help of musicologists. Let's turn a blind eye to European melodic methods and try to keep our tunes in their own tone. Just as we have lost the importance of the tunes from the ethnographic point of view, we have also lost their Uzbekness." Even today, these words have not lost their relevance even today in the society where the deeper study of the masterpieces of our national art in order to raise the morale of young people, to form high cultured qualities in them, and to restore national values.

It is very important that the acquisition of musical knowledge in music lessons is carried out according to a well-thought-out and based system. The imparted knowledge should be directed from simple to complex. Violation of this principle has a negative effect on students' mastery of educational material, dampens their interest in musical culture training (lessons). When explaining musical knowledge, the music pedagogue should first of all rely on the topics covered. Music literacy, including the knowledge given in the process of acquiring musical knowledge, should be clearly systematized. New concepts and knowledge should be based on previously acquired knowledge, gradually expanded and



deepened. We should educate our taste on the basis of the best examples of classical music and the best works of modern composers, going from simple to complex and deeper.

The technology for the development of artistic and aesthetic competence of future teachers in higher pedagogical music education was designed based on the conceptual foundations of the reflexive approach, and included the following stages with a goal-oriented, systematic description: analytical - development of future music teachers increase knowledge, skills and abilities to develop artistic and aesthetic competence and evaluate them; organizational-preparation - clarification of the prospect of technology implementation, selection of forms, methods and tools of the pedagogical process, improvement of methodological training of professors and teachers; about the activity - step by step implementation of the technology of developing the artistic and aesthetic competence of future teachers; monitoring - evaluating the dynamics of development of artistic and aesthetic competence of future music teachers, making corrections to the pedagogical process when necessary; evaluation of results and clarification of future tasks of educational work. Technology consists of two parts: content-procedural and organizational-pedagogical.

The content of technology reflects the unit of cognitive - practical activity - reflection and the levels of development of artistic-aesthetic competence (awareness, understanding, attitude and thinking) manifested in each of these stages in its own way.

CONCLUSION

In conclusion, it should be said that in the study and perception of musical works in music education, young people should be able to see not only the "text" of the musical work, but also the artist who created the music, which motivates them to feel the internal intonation feature of the musical work. the use of methods and technologies remains the need of the hour. In this case, pedagogical technologies at the level of private technology correspond to the requirements of the principles of musical education and they serve to rapidly



develop goal-oriented creative musical thinking in students and young people. The most important thing is the need to acquire new knowledge in students based on the use of pedagogical technologies in the educational process, and to arouse in them the desire and interest in creativity and independent activity.

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