



## Personal Characteristics Of The Teacher In Music Teaching

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**Abstract.** This article is aimed at showing the role of the pedagogue's personal characteristics in music education, and it provides information about the requirements placed on the personality of a music teacher to ensure the effectiveness of his work. Also, the effectiveness factors of the music teacher's activity are pedagogical abilities, perceptive abilities of the teacher from the characteristics of communication, indicators of his pedagogical orientation, as well as professional important pedagogical qualities, readiness for pedagogical creativity, professional knowledge and experience acquired by him. the importance of skills is highlighted.

**Keywords.** Music, pedagogical skills, orientation, communication skills, perceptive skills, creativity, pedagogical skills.

It is recognized that the effectiveness of education depends on the personality characteristics of the teacher. The personality of the pedagogue, his pedagogical activity and communication, If it is combined with aspects such as the maturity of his personality, it is natural that the teacher 's work will be successful. Any pedagogical activity - imparting knowledge to students, their development and upbringing is carried out using the system of pedagogical tasks, pedagogical techniques and technologies, and constitutes the professional activity of the teacher.

Pedagogical communication of the teacher in music teaching is the professional activity of the teacher, which consists in establishing favorable relations with students and teammates in order to increase the effectiveness of pedagogical activities. constitutes an important component of the teacher's personality.

The personality of the shooter has a special place in music education, and he The teacher 's intellectual qualities, i.e., his/her orientations, motivation, abilities, which have a significant impact on the teacher 's choice of goals, pedagogical activity and pedagogical communication methods will consist of In



pedagogical activity, the teacher's personality is considered a decisive factor, and if the pedagogical activity represents the process, techniques and technologies of the teacher's activity, pedagogical communication represents the science and environment of this work, then the teacher's personality This defines the content of the work.

of a music teacher consists of a complex hierarchy of professionally important pedagogical qualities, and any personal psychological quality that contributes to the implementation of the teacher's pedagogical activity is of professional importance. For example, professional etiquette, thinking, professional memory, observation ability, emotional sensitivity, external appearance are among these.

Pedagogical orientation of the teacher in music education is most important reflected in the teacher's interest in his profession, motivation, desire to become a teacher. At a certain stage of a teacher's professional development, the high level of pedagogic skill and creative motivation is of particular importance, and he focuses on the promotion of the teacher's activity to a higher level. Also, it is important that the main aspect of the orientation of pedagogical activity is not only love for students, but also the development of the personality of the student as a growing person. The stable pedagogical direction and motivation of the music teacher determines the development of the general qualities of the teacher's personality[3].

Only a music teacher with such a pedagogical orientation will be ready to serve for the development of students' musical abilities and their achievement. In the same way, the teacher's pedagogic abilities are also very important in music education. Pedagogical ability in music teaching is a set of individual characteristics that ensure the effectiveness of pedagogical activities, and is considered the main factor that ensures the effectiveness of education.

Perceptive - reflexive, i.e., the ability to correctly perceive others and self-awareness, and influence others the ability to manage oneself and others should be at a high level. Due to the perceptive abilities of the music teacher, pedagogical observation is lively, alert, and instructive. is evident in his understanding of the essence of the pedagogical situation based on seemingly insignificant signs[4].

Another complex personal quality necessary in music education - readiness and ability for pedagogical creativity - is implemented in setting pedagogical



tasks, building techniques and technologies, seeking new things and achieving non-standard results.

Pedagogical creativity, which means the creativity of a music teacher, i.e., subjective innovation, is available to every teacher when it is necessary to find non-standard approaches to students in non-repeated pedagogical situations, but they can be used in a certain pedagogical practice. Its effectiveness is seen in the creation of high pedagogical situations[5].

The development of the personality of a music teacher is based on the standard qualities of a modern teacher, recognition of individual characteristics of professional development, strengthening of strengths, eliminating or mitigating weaknesses, searching for pedagogical creativity and, if necessary, replacing one's own abilities[10]. It requires the use of features and openness. Of course, any music teacher can achieve pedagogical skills with his own work. If the teacher can set himself the task of using pedagogical creativity, it is possible to find alternative options and flexible options for solving pedagogical problems[6]. That is, it will be possible to see the general behind the particular, develop thinking in conditions of uncertainty, etc.

An important component of a teacher's personality in music education is his professional experience, which consists of acquired professional knowledge and skills, established professional values and personal orientation, acquired techniques and pedagogical technologies. In this case, it can be said that the teacher's personality largely determines the character of the pedagogical activity he performs[7].

Also, the fact that the teacher has a certain talent in teaching music serves to increase the attractiveness of his activity. The highest stage in the development of abilities is talent. The talent of a music teacher is considered a combination of abilities that allows him to perform complex work activities successfully, independently and in a unique way[9]. Although talent, like abilities, consists only of the possibility of achieving creative achievement, the resulting creative achievement depends on the social conditions of the teachers. After all, if the development of the society feels the need for talented pedagogues, such specialist pedagogues will have the opportunity to appear. A teacher's talent consists of the sum of his abilities, their set[8]. The talent of a music teacher is such a complex combination of mental qualities that it is associated with some single ability, and this ability is as important as the high productivity of all cognitive mental processes.



In conclusion, it can be said that music teaching, like other subjects, has its own pedagogical problems. Such problems can also be related to the personality of the music teacher. If a pedagogue is able to coordinate his professional and personal qualities based on the characteristics of his field, the effectiveness of his work will definitely be high.

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