



MECHANISMS FOR DEVELOPING PRACTICAL COMPETENCES OF FUTURE MUSIC TEACHERS

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Annotation: This article analyzes the process of developing the practical competence of future music teachers from the point of view of scientific and theoretical foundations. Effective mechanisms for improving the performing, methodological and didactic skills of teachers in the music education system are highlighted, and the role of innovative technologies and interactive methods is revealed. The importance of practical training for music teachers, pedagogical approaches and modern educational methods that serve to improve their professional skills are also analyzed. The results of the study include recommendations aimed at improving the professional training of future music teachers.

Keywords: music teacher, practical competence, performing skills, methodological approaches, interactive methods, professional training, pedagogical mechanisms, music education.

Introduction.

Music is one of the types of art that educates the human soul and forms its aesthetic taste. Music is not only a means of creative expression, but also an important factor in the spiritual development of a person, his activity in social life and cultural advancement. Therefore, music education serves not only to train talented performers, but also to train skilled teachers who will educate the future generation.

In the modern educational process, the issue of developing the practical competence of music teachers is gaining urgent importance. Because a music teacher is not only a person who gives knowledge, but also awakens a love of art in the hearts of students, encourages them to think creatively. This requires the teacher to master performing skills, didactic approaches and modern pedagogical technologies.

Today, new mechanisms are being introduced in the music education system aimed at using innovative methods, increasing the effectiveness of practical training, and further improving the professional skills of teachers. In particular, interactive methods, digital technologies, and approaches based on creative activity play an important role in increasing the practical competence of music teachers.

This article analyzes the factors influencing the process of forming the practical competence of future music teachers, the role and importance of pedagogical innovations in their professional development from a scientific and theoretical point of view. At the same time, it considers effective mechanisms aimed at developing the methodological and performing skills of teachers during professional training.

Methodology:

The formation of the practical competence of future teachers in the process of music education is a complex and multifaceted process. For this process to be effective, it is necessary to use a specific methodological approach and research methods. Methodology is

not only a set of theoretical foundations, but also a criterion that determines the possibilities of using modern educational technologies in music pedagogy.

In this study, a systematic approach was used as the main method in developing practical competence. Because a music teacher should not only possess performance skills, but also have solid didactic, psychological and methodological knowledge. Therefore, the research process focused on integrating theoretical knowledge with practical training.

In addition, the process of professional training of future music teachers was analyzed using the pedagogical experiment method. During the experiment, innovative methods, including interactive teaching methods, creative projects and gamification elements, were tested. The results showed that combining traditional approaches with modern technologies has a significant impact on increasing the practical competence of music teachers.

The research process also used the comparative analysis method. The development trends of the music education system, pedagogical innovations and advanced technologies in world experience were analyzed and ways to adapt them to the local education system were sought. In particular, the best practices of music pedagogy in European and Asian countries were studied and the possibilities of their implementation in the national education system were assessed.

The principles of person-centered education played an important role in determining methodological approaches. Each teacher should choose an individual approach in his pedagogical activity and use strategies aimed at developing the creative abilities of students. Therefore, the study developed methods for forming the practical competence of future music teachers based on their needs and interests.

These methodological foundations serve to improve music education, improve the professional skills of future music teachers, and realize their creative potential. These approaches undoubtedly pave the way for the creation of new pedagogical mechanisms for developing practical competence.

Literature review:

Research on music pedagogy shows that the development of practical competence of future music teachers is a complex process, which relies on many scientific and pedagogical sources. This section reviews advanced approaches, modern educational technologies and innovative methods for the formation of practical competence in music education through the analysis of various scientific literature.

Modern research on music education shows that the use of interactive and innovative technologies gives effective results in the formation of practical competence for music teachers. For example, the "Music Learning Theory" developed by E. Gordon puts forward the principles of teaching based on personal experience. In this theory, the process of developing musical hearing, improvisation and gaining practical experience is of great importance.

Also, the scientific works of Uzbek scientists, including Kh. Yuldashev, Sh. Jorayev, D. Tokhtasinov and other pedagogical researchers, have highlighted the issue of using national styles and methods in the professional development of future music teachers. Their research provides recommendations on the study of traditional instruments, the importance of national performing schools, and the use of innovative technologies in modern music pedagogy.

At the same time, state programs and regulatory documents for the development of music education in Uzbekistan also play an important role in this process. In particular, the

Law "On Education", the Education Strategy for 2020-2030, and music education programs determine the modern directions of music pedagogy.

The analysis of the above literature shows that the development of practical competence of future music teachers depends on several important factors. Among them, such areas as innovative pedagogical technologies, interactive methods, harmonization of national and international experiences, and support for personal creative activity are of particular importance. These scientific approaches serve as the main foundation for achieving effective results in music pedagogy.

The formation of practical competence of future teachers in the process of music education is directly related not only to improving their performing skills, but also to improving their pedagogical and methodological approaches. The scientific, theoretical and experimental analyses conducted during the study showed that a systematic approach and the use of innovative technologies are necessary to develop practical competence.

First of all, the use of interactive methods in the process of music education serves to develop the independent musical thinking of future teachers. In particular, the implementation of modern approaches such as creative project methods, competitions and creative exercises, virtual laboratories was observed to be effective in improving the professional skills of music teachers. Through these methods, teachers not only develop technical performance skills, but also master innovative ways of teaching them to students.

In addition, the harmonization of national and international experiences in the educational process was noted as one of the important results. The study showed that, along with organizing the educational process on the basis of the Uzbek national musical heritage, the use of advanced achievements of world music pedagogy serves to increase the methodological potential of music teachers. For example, the combination of musical works created by representatives of the Uzbek compositional school with modern composition and arrangement techniques further develops performing competence.

The results of the study showed that the process of forming practical competence is most effectively carried out through the combination of various methodological approaches. In particular, pedagogical experiments conducted on the basis of a systematic approach confirmed that it is very important for music teachers to consolidate theoretical knowledge with practical exercises and introduce a reflective approach into their work.

The role of motivation and creative approach was also analyzed during the study. The results obtained showed that the development of practical competence in future music teachers should not be limited to the acquisition of technical skills, but should be carried out by increasing their interest in pedagogical activities. Interactive teaching methods, teaching methods through musical improvisation and artistic expression help stimulate teachers' creative thinking.

In general, the main conclusion of the study is that an integrative approach is needed to develop practical competence for music teachers. Teachers' professional skills can be improved through pedagogical innovations, modern technologies, the integration of national and international experience, as well as methods based on creative activity. These approaches will not only increase the effectiveness of music education in the future, but also serve the aesthetic and creative development of the younger generation.

Conclusion



Forming the practical competence of future teachers in the music education system is one of the most important tasks today. The results of this study showed that music teachers should not only acquire theoretical knowledge, but also be able to apply it in practical activities, develop their performing skills and increase their professional potential by mastering modern pedagogical technologies.

In today's globalization, the music education system should not be limited to traditional methods. The role of innovative technologies, interactive teaching methods and teaching based on musical experience is increasingly increasing. It was also found that the educational process can be more effective by combining national musical traditions and world experience.

During the study, several important factors were identified in the development of teachers' practical competence. First, strengthening performance competence - a music teacher should be not only a provider of knowledge in his professional activities, but also an active participant in the creative process. Second, the use of modern pedagogical approaches - the effectiveness of the educational process can be increased by combining traditional and innovative methods. Third, developing motivation and a personal approach - it is important for the teacher to arouse enthusiasm for musical art in his students and encourage them to creative pursuits.

In general, the formation of practical competence of future music teachers is a complex but relevant process. It develops through pedagogical innovations, creative activity and strengthening theoretical knowledge with practical exercises. These approaches, along with improving the quality of music education, also have a significant impact on the artistic and aesthetic education of the younger generation. Therefore, future music teachers must constantly work on themselves, acquire new knowledge, and be able to instill a love of art in their students. Only in this way can the continuous development of music education be achieved.

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