

THE ROLE AND IMPORTANCE OF METHODOLOGICAL SCIENCE IN THE TRAINING OF FUTURE MUSIC TEACHERS (BASED ON FOREIGN AND NATIONAL EXPERIENCE)

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Abstract

In my article mainly future music their teachers preparation in the process methodology science place and importance foreign and national experiments based on analysis In the study methodology science professional competence in formation role, reflexive and innovative approaches, national music legacy with integration scientific and pedagogical point from the point of view illuminated. Also, music teacher 's methodical thinking, creative approach, pedagogical skill and creative competence in development methodical of sciences caught place open given. Foreign education institutions experience and Uzbekistan supreme education in the system methodical preparation processes comparative analysis made, they harmonization through music education efficiency increase possibility Based on. Research as a result methodology science future music teacher's professional in formation main mechanism that conclusion made.

Keywords: Professional competence , methodology science , music education , future music teacher , creativity , methodical thinking , pedagogy skill , reflexive approach , national music legacy , status art , innovative technology , music teaching methodology , performance competence , teacher-student tradition , competence approach.

Introduction

Future music their teachers preparation in the process methodology science professional preparation central joint Methodology is of teaching purpose , content , form , method and the result scientific basically organization to grow laws It is a scientific discipline , which includes pedagogy , psychology and music art theory with integral is related .¹ Methodology

¹Schmidt, P. (2020). Policy and the Political Life of Music Education. Oxford University Press, pp. 52–71.

science music " What? " he asked his teacher. "teaching ?", " how? " teaching ?" and " how to the result to achieve ? scientific answer to find help gives .

Modern scientific in sources methodology science tasks as follows interpretation is done :

study content didactic in terms of systematization ;

musical the material young to the feature adaptation ;

effective pedagogical technologies selection ;

assessment criteria working exit ;

reflexive and inclusive approach application²

Abroad in experience methodology science organization to be

Today on the day developed in the countries music teachers preparation process to practice

based on a directed model take For example , at the Sibelius Academy (University of the

Arts Helsinki) methodology courses theory and practice combined without Students are

taught . lesson development composes it , it micro-lesson in the form of try sees and after

reflexive analysis This method does teacher 's methodical his/her thinking develops .

Experience at Berklee College of Music in the USA methodology science digital

technologies with integration Notation software , digital audio platforms and online

assessment systems through students pedagogical competence is developed .³

Great at the Royal College of Music in Britain methodology score analysis and didactic

simplification based on organization Student complicated the work students for

understandable to form to bring learns . This process teacher 's creative and methodical

thinking develops .⁴

Abroad in experience general aspect is that the methodology science experience – analysis

– reflection cyclical based on take will go and assessment competency-based approach

based on done is increased .

National in experience methodology science development

Uzbekistan supreme education in institutions methodology science national musical

inheritance with harmonious without are taught . In particular , Uzbekistan state at the

conservatory methodology status , national musical instruments and people songs based

on is formed . Student national repertoire based on lesson model working comes out .

Nizami Tashkent State named after pedagogy at the university and methodology micro-

lesson , observation sheet , open lesson and methodical analysis through is read . In this

process students not only music to knowledge , perhaps pedagogical also has skills They

will be .⁵

²Burnard, P., Murphy, R. (2021). Teaching Music Creatively. Routledge, pp. 88–109.

³ Kaschub , M., Smith, J. (2022). Promising Practices in 21st Century Music Teacher Education. Oxford University Press, pp. 101–129.

⁴Fautley, M., Daubney , A. (2019). Assessment in Music Education. Routledge, pp. 67–93.

⁵ Nishonov , M. (2022). Music pedagogy modern issues . Tashkent, pp. 112–134.

National of experience column side — methodology science national values , status art and traditional performance with It is in harmony . This is teacher 's aesthetic worldview and national identity strengthens .

Analyses based on following conclusions formed :

1. Methodology science future music teacher's professional competence formative is the main science .
2. Abroad in experience methodology science strong side — reflexive and technological is an approach .
3. National in experience methodology science advantage — national repertoire and traditional art with is integration .
4. Both experience harmony music education efficiency increases .⁶

So , the methodology science future music at the teacher methodical thought , didactic flexibility , assessment literacy and creative approach systematic accordingly shapes .

In Uzbekistan music teachers preparation in the system methodical sciences central place occupies . High education " Music" in institutions education methodology ”, “ Choir and conducting ”, “ Instrument performance ”, “ Musical " literacy " subjects exactly professional competence to form focused .

this process national music heritage , in particular status , people songs and national instruments main training material as is used . Stand Alimatov creativity and performance school in students national performance style in formation sample become service does .

Methodical sciences through student :

theoretical knowledge practice with he/she ties the knot ;

lesson to pass experience increases ;

pedagogical situations solution to do learns ;

creative approach shapes .

Also , teacher-student tradition , practical training , open lessons and pedagogical practice professional competence of formation effective tools is considered .

Uzbek pedagogical in his mind music culture teacher's professional competence spiritual and moral maturity , methodical skill and performance potential in harmony interpretation Psychological , methodological and performance components each other related without is formed . Methodical sciences and this of the process main mechanism to be a student theoretical knowledge practical pedagogical to activity National music legacy and teacher-student traditions and music teacher competence to oneself typical national model to the surface brings .

The art of music, our national melodies, songs, and traditions, as they take root in the hearts of the younger generations, encourages them to be loyal and kind to their homeland and people, to honor our ancient values and unique traditions, to become the true heirs of

⁶ Georgii -Hemming, E. (2020). Professional Knowledge in Music Teacher Education. Springer, pp. 140–168.

the musical heritage of our homeland today, and, of course, to deeply feel the need for national independence and humanity, and to take a creative approach.

Creativity (Latin, English: "create" – creation, "creative" – creator, creator) – describes the individual's readiness to generate new ideas and expresses the meaning of creative ability, which is part of talent as an independent factor. The individual's creativity his/her in their thinking, communication, feelings, certain activity in types manifestation will be.

Creativity certain in stages consistent shaping and developed Okay, person. in the activity creativity features since when manifestation Will it be? Usually creativity children's in the activity often to the eye although it is thrown away, however, this situation children's in the future creative achievements caught their inputs does not guarantee. Only they by him or her this creative skills, qualifications appropriations necessary said probability represents.

Among the subjects taught in secondary schools, the subject that stands out for its interest, artistic and aesthetic education, and the pleasure and relaxation it provides to students is the subject of music culture. The position of the music culture lesson certainly depends on the music teacher. In the lessons studied through the subject of personal competence and creativity of the music teacher, detailed information is provided on how the teacher conducts the lesson in accordance with the requirements of the time. For this, it is advisable for the teacher to have excellent knowledge of the sciences of pedagogy, psychology, physiology, human health, as well as such disciplines as music theory, solfeggio, conducting, music history, and music teaching methodology in his professional field.

General conclusion on Chapter I

This chapter provides a detailed overview of the theoretical content of the concept of "professional competence" in the pedagogical education system, its modern pedagogical interpretation, and its specific aspects in the work of a music teacher. The analysis showed that professional competence is not just a set of knowledge, skills, and qualifications, but a complex integrative system that is manifested in the combination of the teacher's personal qualities, psychological preparation, methodological literacy, and performing skills⁷.

The first part of the chapter analyzes the interpretations of the concept of professional competence in pedagogical education based on scientific sources, and substantiates its inextricable connection with person-centered education, activity-oriented approach and competency-based approach. Professional competence is determined not only by the possession of theoretical knowledge by a teacher, but also by the ability to effectively apply them in a real pedagogical process.

In the second part, the components of the professional competence of a music teacher - psychological, methodological and performance components - were systematically revealed. It was argued that these components are closely related to each other, and their

⁷ Winter IA Klyuchevye competence kak result education - Moscow: Issledovatel'sky quality problem center preparation specialists, 2004. - page 42.

harmony ensures the professional success of the teacher ⁸. In particular, it was scientifically explained that performance competence in music education is of particular importance compared to teachers of other subjects.

In the third part, the role of methodological disciplines in the process of training future music teachers was analyzed based on foreign and national experiences. As a result of the analysis, it was found that methodological disciplines are an important factor in the formation of skills such as not only theoretical preparation, but also adaptation to practical pedagogical activities, lesson design, the use of interactive methods, and the application of innovative technologies ⁹.

The theoretical and pedagogical foundations presented in this chapter create a scientific foundation for the development of the professional competence of a music teacher. These theoretical analyses ensure the scientific validity of the methodological model and practical recommendations proposed in the following chapters.

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⁸ Muslimov NA Professional competence and pedagogical skill Fundamentals . – Tashkent: Science, 2015. – p. 87.

⁹ Tolipov O' .Q., Usmanboyeva M. Pedagogical of technologies theoretical and practical Fundamentals of Science and Technology. – Tashkent: Science and Technology Technology , 2017. – p. 113.