

EFFECTIVE FORMS AND METHODS OF FORMATION OF CREATIVE ABILITY OF FUTURE MUSIC TEACHERS THROUGH COOPERATION TEACHING TECHNOLOGIES.

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Abstract: *In this article, important aspects of effective principles, forms, tools, and methods of forming creative abilities of future music education teachers through collaborative teaching technologies are scientifically and theoretically studied.*

Keywords: *important aspects of effective principles, forms, tools, methods, creative abilities, future music education.*

Today, our country is trying to introduce as many innovations into the education system as possible, to organize them effectively and improve their quality. Because education is a mirror of the nation, a category that promotes the growth of society and the state, and gives the people the qualities of creativity.

In today's world, where effective reforms are needed in education, it is important to cultivate members of society who can be successful, to open the way to creativity in education, to create its important systems.

Today, in the system of higher education, the content of education is changing in connection with the development of creative thinking and creative ability, so the most important task for future teachers - creative, independent thinking, the task is to form an intellectual personality. Such students should be able to think logically, be creative and physically active, and collaborate with adults and peers.

The problem of vocational training in pedagogy is relevant, they are A. Abdullina, S.I. It is reflected in the works of Arkhangelsky, N. V. Kuzmina, N. M. V. A. Slastenin and others. Scientific research in this area has shown that the success of the staff, as well as having extensive knowledge, experience, creative ability, professionalism and a qualified professional, its role in the environment and individuals also play an important role. plays.

In the works of many researchers, the development of pedagogical activity plays an important role in defining the main tasks and directions of creative ability.

Russian scientists V.A. Kan-Kalik and N.D. As the Nikandrovs put it in their book, Pedagogical Creativity, "the creative process is the process of solving constantly evolving pedagogical problems."¹ [38 p.]

The ability to develop one's creative abilities, the desire to learn new aspects of a particular activity, and so on.²

¹ V.A. Kan-Kalik, N.D. Nikandrov "Pedagogical creativity" M: Pedagogy, 1990 p 38.

² Ermakov D "Competence in solving problems" Public Education 2005 No. 9

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In order to organize music education at a high level, it is important for the teacher to have creative abilities.

Paragraph 4 of the specific features of music lessons states, “Music has an active emotional impact on the child, makes him happy and evokes creative experiences. Good, meaningful and fun music lessons give children artistic and spiritual nourishment. Music is different from other disciplines because of its active psychological impact and intense creative activity.”³ [28-p.]

One of the features of pedagogical activity is creativity. Creativity is an integral part of pedagogy.⁴

E.F.Zeyer on the multidimensional nature of pedagogical activity, the fundamental knowledge, generalized skills and abilities of the teacher, his creative approach to the organization of culture and pedagogical activity, readiness for continuous self-development, professional development "Integrity set".⁵ thought. [9 b.]

A number of pedagogical and psychological scientists N. Azizkhodjayeva, J. Tolipova, M. Saidakhmedov, N. Almetov, Z. Nishonova and others spoke about the importance of modern education in educational institutions. reflected in the sources created. Acquaintance with the content of the available literature in the research process. Experience in conducting pedagogical activity in the higher education system. required.

The organization of the educational process in the field of music education in higher education institutions on the basis of new pedagogical technologies, the study of opportunities to increase the effectiveness of the development of creative abilities of students create two important conditions;

- first of all, to ensure the quality of the overall performance of these educational institutions,
- Secondly, they will develop the activity of future professionals who will study and acquire certain skills and qualifications. Therefore, the study of the problem of increasing the effectiveness of education in higher education institutions has a social character.

The following basic principles play an important role in the study of theoretical and practical aspects of the development of creative abilities of students in the field of music education in higher education institutions on the basis of collaborative learning technologies.

- Humanization of professional and methodological training of future specialists;
- A systematic, operational and technological approach to the formation and development of creative abilities of students in the context of modern information technology;
- Equipping future professionals with theoretical and practical knowledge in the development of creative abilities;
- Expanding and deepening the structure and content of the education system in the development of creative abilities of future professionals.

Based on the above principles, it is important to rely on the following general principles.

- 1) Humanism - recognition of the identity of each student who is the subject of the pedagogical process;
- 2) integrity - methodological aspects of the integrated system of professional training of students;
- 3) formation of professional knowledge, skills and abilities based on theoretical knowledge;
- 4) a unit of science (specialty), professional-practical and methodological training, ensuring the effectiveness of the system of methodological training of future specialists;

³ G.Sharipova, G.Najmetdinov, Z.Khodjaeva “Methods of teaching music and school repertoire” textbook “Turon-Iqbol” -2018 page 28

⁴ S.S. Savelyeva “Professional competence of a teacher of the XXI century” Textbook Kolomna 2008

⁵ E.F. Zeer “Psychology of Professions” textbook for university students Academic Project; Mir Foundation 2005 9 p.

5) continuity - awareness of the constant need for professional activity in the educational process;

6) completion - to consider the possibility of interaction of the student's educational and future professional activity;

7) activity, initiative, creativity - taking into account the interests and inclinations of each student in education;

8) universality - training future professionals to work not only in secondary schools, but also in targeted classes (schools), as well as lyceums, vocational schools and similar educational institutions;

9) Perspective - this model of methodological training of students can be used to train teachers in other disciplines.

The main conditions for the implementation of this in the educational process are as follows:

- Ensuring cooperation in education and development;
- to establish a constant connection between the theory of education and the practical training of specialists;

- Intellectualization and acceleration of methodological preparation of students for professional activity in the development of creative abilities;

- Providing the educational process with scientific and methodological developments;

- increase the role of links between educational and creative activities of students in the educational process;

- Continuity of educational and scientific activities in the methodological preparation of students;

- The content of the methodological preparation of the requirements for education, the joint organization of teacher and student activities;

- Enhancing the role of teaching and creative tasks in the theory and methodology of science;

- Implementation of interdisciplinary internal and external relations in the teaching of teaching methods;

- rational use of all forms of teaching students;

- Improving the level of scientific and practical work of teachers.

In this case, the stages of formation of pedagogical technology, the concepts of foreign pedagogical scientists "pedagogical technology", "learning technology", "pedagogical cooperation", "collaborative educational technology", "educational technology", "innovative technology", "information technology" relations should be explained. The use of various methods of modern technology in the educational process, including: pedagogical cooperation, collaborative teaching technology has a unique character, prepares students for the formation and development of professional training and creative abilities.

he ideas of pedagogical cooperation are embedded in the content of pedagogical technologies today and form the basis of the "Concept of education in the XXI century".⁶ . [48-p.]

Pedagogical cooperation in education, the didactic nature of collaborative learning technologies, plays a special role in education and its organization.

Collaborative learning technology. It combines individual learning technology, adaptive learning technology, team learning technology, design technology, and modular learning technology.

Collaborative teaching technologies are the main conceptual approaches, the structure of pedagogical activity of a modern teacher, design activities, technology of design of educational

⁶ Education: odnim bolshe, drugim menshe? Regional research in the field of education in Tsenralnoy and Eastern Europe and the CIS. - M: UNICEF, 2007. - [p. 48]

process, parametric model of educational process of VM Monakhanov, technology of education, purpose of training It is necessary to have knowledge about the independent activity of students, the logical structure of the educational process and the requirements for training in the field of educational technology, the didactic principles of educational technology.

Collaborative learning technologies need to be tailored to the individual characteristics of the students, with a good understanding of the selection process.

The implementation of these requirements requires the following conditions: the organization of regular scientific and practical seminars on the study, generalization and implementation of pedagogical technologies in educational institutions; the teacher is constantly working on himself, getting acquainted with new literature; conduct regular interviews in educational institutions; participation in the organization of educational processes (creation of technological forms of education and training) creation of technological maps.

The research process involves the development of recommendations using new pedagogical technology methods aimed at providing methodological training in the development of the creative ability of the requirements. The use of new pedagogical technologies in the organization of the educational process in the field of music education helps to develop students' creative abilities. The key is to turn learning objectives into control tasks based on collaborative learning and ways to achieve learning objectives and their objective evaluation. This requires a prospective music teacher to know the most up-to-date teaching procedures and to have the skills to reflect on the subtleties of the topic. In addition to traditional forms of education, it is advisable to use a wide range of non-traditional forms of education.

The second phase of the application of pedagogical technologies focuses on preparing students for learning in a new way. It focuses on tasks such as independent study of the subject, the development of research skills, self-monitoring of the level of mastery of themselves and individual classmates, cooperation with teachers.

In order to form creative abilities in future music teachers, it is necessary to actively understand music, to combine its knowledge, educational and aesthetic role, to develop the ability to hear and reflect music.

Prospective music teachers should take a number of steps to develop creative skills based on collaborative teaching technologies in the classroom. As a result of these measures, the following will be achieved:

- Didactic tools are selected that allow to fully engage with students;
- Tasks will be developed to determine the level of mastery of students;
- projects of joint pedagogical process are created;
- Provide opportunities for teachers and parents to use collaborative strategies in class and out of class.

In order to improve the quality and effectiveness of the collaborative pedagogical process, a number of tasks will be implemented:

1. Study of pedagogical and psychological resources to cover the problems of the collaborative pedagogical process and the choice of technologies for interaction with students.
2. Determining the selected technology on the basis of experimental testing and diagnostics of its effectiveness.
3. Development of methods for the use of collaborative technologies in the pedagogical process.
4. To develop recommendations for the use of science-based collaborative technologies to ensure the quality and effectiveness of the collaborative pedagogical process.

5. Develop a set of test tasks to determine teachers' professional skills in the use of collaborative learning technologies.

This requires the following:

a) in-depth analysis of the results of the level of development of students in the collaborative pedagogical process;

b) analysis of the results of monitoring the achievements of each student in the collaborative pedagogical process;

c) analysis of teachers' use of pedagogical collaboration technologies;

g) identification of problems that arise in the process of pedagogical cooperation, the search for strategies to solve them, making adjustments to this process.

In order to ensure the quality and effectiveness of the collaborative pedagogical process, the following activities can be organized:

- Development of creative abilities of students, their involvement in collaborative activities and creative orientation;

- Ensuring that students participate in a variety of competitions and activities that require collaboration, looking for ways to achieve their positive and sustainable development.

In the process of music education, emotional sensitivity, clear thinking, logic, creative ability, organization, activism, and the ability to make quick decisions are important.

This means that the use of collaborative learning technologies in higher education allows, first of all, vocational training, focusing the intellectual potential of students on one goal, regulating the activities of students, improving their creative abilities.

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