

**PROBLEMS OF INCREASING PROFESSIONAL COMPETENCE IN SHAPING  
MUSIC TEACHERS**

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**Annotation:** *this article describes aspects of the compensatory approach of future music teachers in the process of preparation for pedagogical activity. In addition, the theoretical bases of increasing professional competence in the future music teachers and the competitions on music, which should be possessed by future teachers in the organization of activities of the science of music culture, were analyzed.*

**Keywords:** *pedagogy, mastery, individual, innovative, methodical, creative, competence, artistic, creativity, verbal, technical, music education, musical accompaniment.*

In the development of the country's educational sphere, it is important to prepare pedagogical personnel in a way that is capable, educated and in accordance with modern requirements. New Uzbekistan has made the issue of training personnel one of the most important tasks in choosing its path in economic and social development. Higher education institutions, which are an important stage of continuous education in the implementation of this task, are of particular importance. The law of the Republic of Uzbekistan "on education" focuses on the development of higher education institutions, training of pedagogical personnel, Article 14 of the law: "Higher Education provides training of highly qualified specialists..." as defined. After all, the use of advanced pedagogical and information technologies in their activities, the implementation of acquired knowledge, skills and skills are important in the education of a perfect person.

This problem has been thoroughly studied in Western countries to this day, in particular, with the methodological principles of developing the personality of future educators B.G.Ananyev, L.I.Bojovich, L.S.Vigotsky, M.S.Kagan, A.N.Leontyev, A.V.Petrovsky, K.K.Platonov, S.L.Pubinshteyn and others touched upon in their scientific work. Music education is an important science in the formation of preschool education, child spirituality, culture, aesthetic taste, outlook in general secondary education and carries a special responsibility to educators. And considering that highly experienced educators are preparing themselves in higher educational institutions, increasing the professional competence of future music teachers becomes an important issue. In his work "High spirituality-invincible power", the Burmese President Islam Karimov said...the foundation of our future will be created in the camp of knowledge, in other words, what will be the tomorrow of our people depends on what kind of education and upbringing our children receive today."

The content of science programs of higher educational institutions of pedagogy is aimed at giving future teachers knowledge on the profession, teaching the secrets of pedagogical activity and creating skills in students. In carrying out the above tasks, it is necessary to attach importance to the formation of professional and pedagogical skills of future music teachers.

Skill is a "combination of individual characteristics of a person, necessary for successful performance of work". After all, it is desirable for the teacher "to have a thorough knowledge of the

pedagogical profession, namely psychological, pedagogical qualifications and skills, scientific-theoretical and practical knowledge”. When it comes to the professional and pedagogical skills of the teacher, the ability to carry out professional activities on the basis of the system of priority socio-political, National, Special, psychological-pedagogical and vocational - methodical knowledge and skills is understood.

In today's rapidly developing era, it is not possible to carry out further improvement of education without the introduction of various forms of innovation in the teaching process. It is known that this is the basis for the introduction of such concepts as “competence”, “competence”, “professional competence” into the sphere of pedagogy that studies education and training. At the present time, in the priority position of each specialist in his field, in the endurance of professional competition from all sides, the pedagogical skill is the basis - the possession of professional competency and requires a consistent increase in it.

In English, the concept of “competence” means “ability”. The content will serve to illuminate the “effective use of theoretical knowledge in activities, the ability to demonstrate a high level of professional skill, skill and talent”. Compensation is a result of psychological research in the educational process, constantly enriching the knowledge gained in its specialty in the development of compensation, studying new information, understanding of modern requirements and operating in accordance with requirements, innovations in the field of study, introduction into practice, etc. are important factors. “Competence” means the possession of a plan of action in unconventional situations, how a specialist behaves in unexpected situations, enters into communication, takes a new path in relations with competitors, performs ambiguous tasks, uses information full of contradictions, consistently developing and complex processes.

**Professional competence** is the acquisition by a specialist of the knowledge, skills and skills necessary to carry out professional activities and the ability to apply them at a high level in practice”. A person can be professionally in his field, but having professional compensation in solving issues is a difficult task. In several scientific studies, the researchers touched upon the concepts of “professional compensation” from a pedagogical and psychological point of view.

In particular, in their research A.K.Markova says that the professional competence of the educator consists of 4 structural bases:

- Social competence;
- Personal competence;
- Individual competence;
- Special competence.

The fact that future teachers have the above-mentioned competences is one of the important aspects in its formation as a highly qualified pedagogue in its activities. The consideration of each of these compensations by the linkage to the upcoming music teachers will help them to understand the importance of increasing their professional compensation.

**Social competence** is the ability to show activity in social relations, to have different skills, to be able to enter into communication, to know the rules of ethics of the profession, to be competitive, to be distinguished in his specialty by his personal professional qualities. It is known that music teachers, like other pedagogical spheres, can create a classroom environment in the course of the lesson, establish direct communication with students, determine the content of the lesson, its effectiveness. Even in future music teachers, the formation of this compensation helps to establish

communication between the teacher and the pupil, through which the teacher correctly and understandably delivers practical science to the pupils.

**Personal competence** is the ability to achieve professional growth, to increase the level of qualification, to manifest one's own internal capabilities during professional activity, professionalism, creative direction. The fact that future music teachers have a creative aspect, are considered representatives of the world of music and show their abilities, talent even in any type of activity of the lesson, increases the interest of this class in science and ensures a high level of mastering.

**Individual competence** is self-management, professional development, self-acceptance in a professional way, organization, self-development through various experiences, setting its own personal path to professional growth and creating news. Each topic is different in its originality, content, which requires an individual approach of the teacher to the lessons. It is natural that future music teachers have this competence, development of the content of the lesson, rich in innovations and, as a result, the content.

**Special competence** is the realization of the essence of one's profession, the achievement of high results, the preparation for the organization of professional and pedagogical activity, the rational solution of tasks, the real evaluation of the results of activities, and special competence covers many more qualities of competence, including: psychological, methodological, information, creative, innovative, communicative competence. The student should have several abilities related to the same music, in addition to having professional compensations, which we have already discussed above in Markova's theory. The professional competence of the future music teacher is a complex of professional and personal characteristics that allows successful implementation of professional and pedagogical activity. Given that the activities of the music teacher include various components, the future music teachers should have such abilities as pedagogical skills, palmistry, music studies, Performance, Vocal opportunities, lecturing.

The science of music culture is connected with other disciplines, each of which is important in connecting music to life, making lessons meaningful. Music lessons in schools are conducted in the section of primary and middle classes, and “music lessons in primary classes are composed of five types of activities:

1. Sing har place.
2. Music literacy.
3. Listen to music.
4. Perform actions corresponding to music.
5. It consists of being a jour in children's musical instruments.”

In the middle classes, the types of activity are 3 units. In the organization of the course process through the types of activities, it is necessary that the teacher himself has these skills and is able to deliver creative processes to children without difficulties. From his student years, the pedagogue has acquired abilities in various types of activities. So, among the above listed personalitylararo relationships, artistic thinking, verbal explanation, professional-diagnostic compensation are the compensations that are required to have potential music teachers related to the most important music:

**1. Singing competency** – in the lessons, vocals and any bunda are important when students master music in a practical way. Singing in chorus dates from the types of activities of the music culture lesson, the teacher is required to have a beautiful, pleasant voice, first sing the vocal work himself with pure intonation. Because the children sing from a knock, depending on the teacher. Not

only good, clean singing, in addition, students need to know the sound range, pay special attention to this in teaching songs. The range of sound in primary schoolchildren is from the sound of the first octave to the sound of the second octave, it is necessary to clearly fall on the notes that are convenient to sing, accurately and accurately convey to the pupil.

"Teaching songs in the lessons of music culture is carried out in several stages:

1. To attract the attention of children to the song.
2. Introductory question of the teacher about the song (a brief story about the authors of the song, the content of his work, historical features).
3. Analysis of the song (means of expression of music, setting the content of the character by means of a conversation).
4. Teaching the song as a musical sentence (taking the right breath, saving it until the end of the sentence, working on the performance qualities).
5. To achieve the artistic performance of the song (to conduct a short conversation on the impressions of children about the song, that is, to summarize)".

If the teacher has the competence to sing, formulate the qualification to sing in each place in pedagogical children in a way that applies to the sequence of these processes.

**2. Musical literacy competency** - first of all, music literacy is important when teaching students to sing, play in a musical instrument. In mastering the themes of the quartet, when learning about music in general, children should be able to understand this competently with the help of a teacher or independently perform tasks. And all this is formed only by the theoretical data of the teacher music. The fact that the future teacher knows the musical terms well, can teach them intelligently, can use them in the execution processes means that the teacher has a musical literacy compensation.

**3. Music listening competence** - the most important process of music listening activity in the lessons of music culture. By listening to the same music, the reader also understands the meaning, character through his own reasoning.

Listening to music is done through several stages:

1. to attract the attention of students to the musical work and the introductory question of the teacher.
2. listening to the work in the teacher's performance or magnetic recording.
3. a simple musical and artistic-ideological analysis of the work through conversation.
4. to re-listen to the work as a whole and conduct a final conversation on the overall impression of the readers about the work"

The teacher, more precisely, it is desirable that the future music teacher, through these processes, formulate musical tastes, moral-aesthetic views, musical - theoretical, musical-historical knowledge, broad outlook, speech fluency abilities in the formation of the student's ability to listen to music. It is understood that listening to music is a compensation that includes several compensations that we need to have the potential music teacher listed above.

**4. Professional** - technical (performing in the instrumental) composition - one of the most interesting activities for schoolchildren is the activity of being a COR in children's musical instruments. In the implementation of this activity, of course, the teacher himself shows an example, since the music teacher is, first of all, the performer. Whether any class he elementary or get to the top, the reader wawdalantiradi before the eyes as a true performer of the music teacher. In the lesson,

Vocal Performance, Instrumental Performance, the ability to master any performing skills in short terms of my chorus, This is a professional image of the teacher. The content of the work, its analysis is most desirable for children, executed by the teacher at the end of all this, is expected. Such abilities should be established in higher education, educating the future music teacher even as a "performer" is one of the leading tasks.

**5. Competence of music analysis** - the history of music dates back to several centuries, in its development it is known that historical epochs, currents, creative styles and genres appeared. The analysis of the musical work is more important in the theoretical and practical understanding of the product of creativity, first of all, the author begins about the period in which he lived, the style to which he belongs. Not only a musical work, but also a future music teacher is required to be closely acquainted with his science, the history of the musical instrument he is playing, the styles of his performance. Having an understanding of the stages of the historical development of music, knowledge of the period - period, the essence of directions, the creative flows of composers and individual genres inherent in them, as well as the ability to musical literacy in the composition of music analysis will also be necessary in harmony.

The music teacher is capable in every way, to be in harmony with the Times today's talabi. He is not only a teacher of the science of simple music culture, but also a psychologist who at the same time works on the basis of communication with children; fluent speaker of the language, having a conversation with children in the classroom and speaking about his secrets to create an idea of the world of music in front of the whiteboard; an aesthetic; physical, mathematical with knowledge of sounds, their appearance, characteristics, dates in music, numbers; IT specialist, able to work comfortably even in the latest information technologies, in order for the lesson to be organized in a more meaningful, effective, modern way; historian, who gives readers information about the creation of music, its historical stages, historical periods; linguist, literary critic, able to expressively tell the text of; a musician for playing a musical instrument, a singer for singing, a teacher who performs the roles of a choir conductor when students sing as a team. It is natural to be a teacher of such qualities to put a number of topical issues before not only teachers of the science of modern music culture, but also future music teachers. And for the formation of a multi-faceted specialist staff, the main tasks of future music teachers are to work tirelessly, develop pedagogical skills, professional competence from the student's years.

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