

TEXTBOOK FUNCTIONS IN THE DEVELOPMENT OF COGNITIVE INDEPENDENCE OF FUTURE MUSIC TEACHERS

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DOI: 10.5958/2249-7137.2022.00127.6

ABSTRACT

The article is devoted to the issues of competence of future music teachers, the composition of the necessary competencies, the features of their formation in the learning process, the specifics of the pedagogical activity of a teacher-musician. The pedagogical conditions necessary for the formation of professional competencies of music teachers are considered. Particular attention is paid to musical performance competence, which forms the basis of the special competences of a music teacher. The paper analyzes the general and special categories of competencies that music teachers need to possess. Since the specificity of the subject "Music" is associated with multifunctionality and an increased emotionally creative component, and require the development of special competencies related to musical performance, conducting and choral activities, as well as the need to organize special emotionally enriched, psychologically comfortable, dialogic relationships with students.

KEYWORDS: *Preparation Of Music Teachers, Generalized Teaching Methods, Musical Cognitive Activity*

INTRODUCTION

Modern society makes high demands on secondary school teachers, who are designed to provide a qualitatively new level of school education. Therefore, future school teachers should have the integrative qualities of a specialist - competence, which means a complex characteristic of the personality of a future teacher, combining the knowledge, skills and practical experience acquired in the learning process, as well as personal qualities that ensure readiness for successful and effective professional activity in a modern school. [1]

The competence of a future teacher in general and a music teacher in particular is determined by the composition of the necessary competencies considered as a result of professional education, which are enshrined in the state federal standards of higher education in the corresponding area of training. [2]

In order to achieve the educational results determined by the standard in the context of the modernization of the education system at all levels, it is necessary to use the most effective pedagogical technologies, methods and means that can provide high-quality training of specialists competent in all respects, capable of solving complex musical and pedagogical

problems in a modern school. The effectiveness of the professional training of future music teachers is largely determined by the presence of pedagogical conditions, that is, a combination of pedagogical factors (informational, technological, personal) necessary for the formation of professional competencies of a musician teacher for successful and effective pedagogical activity in a modern school undergoing a period of modernization. The importance of determining the pedagogical conditions and principles of training future music teachers determines the relevance. [3]

The concept of specialist competence refers to the scope of his professional activity and is evaluated in terms of the success and efficiency of this activity.

The competence of a music teacher consists in his readiness to solve professional problems on the basis of the knowledge and skills acquired in the learning process, as well as the experience and personal qualities acquired.

The training of a future music teacher involves the creation of a specially organized educational space – an educational environment – the structure of which corresponds to the specifics of the direction of training, the composition and content of professional competencies. [4]

The specificity of the competence-based approach in education lies in the fact that the educational process is not limited only to the transfer of a certain set of knowledge and skills to students, it involves the comprehensive development of the personality of a future specialist, the cultivation of independence and initiative in him, the desire for self-education and creativity. [5]

Therefore, the results of training a future music teacher are his competencies: general cultural, general professional and professional, the composition of which is determined by the State Standard of Higher Education and the educational programs of educational institutions. According to the content of the competence of the future music teacher can be divided into two categories: general and special [6].

The general competencies are those required by all school teachers, regardless of the subject taught. The composition of general competencies is determined, in particular, by the professional standard "Teacher". The required general competencies include:

- Knowledge of theoretical disciplines- pedagogy, psychology, methods of teaching the subject, developmental physiology, etc.;
- Knowledge of modern pedagogical and educational technologies;
- Knowledge of curricula and textbooks;
- Knowledge of teaching aids, including teaching aids and classroom equipment;
- Knowledge of the rules of hygiene and safety of the educational environment;
- the ability to organize the educational process, evaluate and control its results;
- Ability to organize communication with students, their parents and colleagues;
- Ability to diagnose and resolve conflict situations[4].

These competencies are necessary for music teachers to the same extent as other subject teachers, however, the specifics of the subject and the peculiarities of its teaching, associated

with multifunctionality and an increased emotional and creative component, require the development of special competencies related to musical performance, conductor and choral activities, as well as the need to build special emotionally rich, trusting, interactive relationships with students, without which the teaching of this subject is impossible.

In this regard, the training program for music teachers cannot be represented only by a set of individual special subjects, whether it be the history of music, conducting and choral or instrumental training, it should be an organized system of education and upbringing, focused on acquiring the competencies necessary for the upcoming musical pedagogical activity. Therefore, both the content and organizational components of the educational process must correspond to the specifics of music as a school subject that the graduate will teach after graduation.

The special competencies of a music teacher include:

- Ability to design and organize the pedagogical process of music education at school in accordance with the requirements of state standards;
- the ability to put into practice knowledge of the history, theory and methods of teaching the subject, as well as practical skills in musical performance and conducting and choral skills.

In practice, this means that a modern music teacher must have universal skills that allow him to accompany a musical instrument, conduct a choir, master vocals, pick notes by ear, and improvise. In the age of information technology, the traditional skills of a music teacher have been added to such as mastering a synthesizer, creating and editing tracks, recording phonograms, and creating arrangements using special computer programs. A music teacher should be an organizer and an active participant in school events that require musical accompaniment, understand modern musical technology and equipment.

Despite all the innovations associated with modern technologies, musical and performing skills remain the basis of the special competencies of a teacher-musician. It is musical performance competence that distinguishes a music teacher from all other school teachers. The profession of a music teacher combines the professional qualities of a teacher and a musician. Musical and performing activity is the main activity of a school music teacher, which means that his musical and performing competence is a defining function as part of professional competence.

A necessary condition for the formation of the competence of a music teacher is the integration of the taught disciplines into a single system so that the skills and abilities acquired by students in the classroom in vocal, conducting and choral skills, playing musical instruments, along with theoretical pedagogical, psychological and musical disciplines, constitute a complex necessary for the teacher. Competencies that he could apply in his future teaching activities [1, p. 36].

Since musical performance competence is a key component of the competence of a music teacher, as well as the most specific of all types of competence that distinguishes a musician teacher from all other school teachers, its formation requires special pedagogical conditions.

The formation of the leading competence of a music teacher from the point of view of a systematic approach is a purposeful externally controlled process of increasing the level of musical performance skills from the initial to the highest, which is determined by natural data, the degree of student involvement in the learning process, his motivation and personal characteristics.

For the most effective formation of this type of competence, a number of pedagogical conditions are necessary, among which the main and most specific in terms of the direction of training are:

1. Application of the principles of problem-based learning;
2. Organization of the educational process according to the type of dialogue;
3. Reflection and self-assessment;
4. Training on the principles of pedagogical facilitation.

The first condition is to use in the learning process mainly practical activities and technologies that are as close as possible to the upcoming future music teachers of pedagogical activity, in fact, the challenges and problems ahead. As teaching methods are used:

- setting problematic tasks related to mastering musical and performing skills;
- Creation of algorithms for solving typical musical and performing tasks;
- Simulation of situations typical for music lessons in high school.

The second condition is connected, first of all, with the specifics of musical performance activity, namely, several levels of interaction in the learning process, built on the principle of dialogue: "student - teacher", "performer - author", "performer - listener", "performer - accompanist. All these types of communication presuppose the ability and readiness of students for dialogue communication, which is necessary for the formation of musical and performing skills. [7]

The interactive nature of the interaction contributes to the emergence and verbalization of a complex of emotional experiences associated with the perception, analysis, performance of a musical work, that is, the quality necessary for teaching a subject at school. The ability to convey the thoughts and feelings of the author of a musical work and convey them to students is one of the key skills of a music teacher.

As teaching methods are used:

- Discussion of the work in adialogue mode;
- Joint work of students;
- Support and discussion of emotional reactions;

- Non-judgmental nature of interaction

The third condition involves self-assessment by students of their activities and learning outcomes. Self-esteem and the desire for self-improvement is an integral part of the activity of a future music teacher, for whom a stop at the achieved level of musical performance should be tantamount to a loss of professional competence. A teacher-musician needs to constantly improve in professional skills, look for new methods, techniques and techniques, use the latest technologies, compare his performing art with the art of other performers and strive for excellence in the profession. All this involves constant rethinking of their activities, reflection and self-assessment.

Compliance with this condition is achieved through the use of the following pedagogical methods:

- Encouragement to self-assessment and use of mutual assessment of results;
- Creation in the educational process of situations involving reflection, self-assessment, argumentation of one's own position;
- Motivation for self-improvement through positive examples.

The fourth condition is based on an equivalent interaction between a teacher and a student, which implies professional growth and self-improvement in the process of training all subjects of the educational process. The teacher in this case acts as a coordinator of the process, stimulating and supporting the independent activity of students. The relationship between the teacher and the student in this case is built on a parity basis - as equal partners, they are looking for a solution to musical performance problems. In the educational process, a "success situation" is created and maintained, which stimulates all its participants to strive for new achievements.

Thus, the training of future music teachers in accordance with pedagogical principles - problematic, continuity, independence, reflection - subject to the pedagogical conditions described above, will ensure the training of modern competent specialists who are ready for the most effective musical and pedagogical activity in a modern school undergoing a period of modernization.

CONCLUSIONS

1. Professional training of a future music teacher should take place in an organized educational space, the structure of which corresponds to the specifics and content of his professional competencies.
2. The competencies of a music teacher are divided into general, necessary for all secondary school teachers, and special, specific to a given subject.
3. Among the set of special professional competencies of a music teacher, the key one is musical and performing competence, which reflects the specifics of the subject being taught and distinguishes the teacher-musician from other subject teachers.
4. The main pedagogical conditions for the formation of the key professional competence of a music teacher are: application of the principles of problem-based learning; organization of the educational process according to the type of dialogue; reflection and self-assessment; training on the principles of pedagogical facilitation.

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