



Technologies for Improving Professional Methodological Training of Future Music Teachers

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ABSTRACT

This article talks about the technologies for improving the professional methodical training of the future music teacher. The article is devoted to the actual problem of contemporary art education to improve the professional training of future music art teachers for children's inclusive education. Its purpose is to present the results of theoretical understanding of the developmental and healing potential of music, to develop technological support in future music art teachers professional training for children's inclusive education.

Keywords:

musical culture, pedagogical technologies, innovations, pedagogical-psychological concepts, interactive methods.

According to the results of the study, the basic concept of the study was defined as: "professional training of future music art teachers for inclusive education", which is seen as an educational process aimed at ensuring students' readiness to provide a system of educational services to persons with special educational needs in their future professional activity and it involves mastering their inclusively oriented musical and pedagogical knowledge, skills and personal qualities.

To improve the professional training of future music art teachers for children's inclusive learning, the findings of the latest research in the field of art and musicpedagogical theory concerning the harmonizing and music-therapeutic influence of music on the personality of a child in need of educational inclusion were used; criteria of musical works selection for children with psycho-physiological disabilities have been identified; there was developed and substantiated developmental and corrective technique of training singing that can be used in inclusive classes of different age, gender and cognitive abilities of children.

Developmental and corrective technique of training singing includes innovative content of children's teaching, comprising a specially selected vocal repertoire; lesson and extracurricular forms of training; specific teaching methods for students with special educational needs.

The new content of musical culture education envisages raising the young generation to the level of a civilized person who can inherit our national musical heritage, perceive the wealth of universal music.

The intellectual maturity of today's youth is developing, their thirst for learning, their independent thinking and scientific and creative research, their endless interest in innovations and discoveries and their demand for educational content, the teacher's work on himself, improving his skills and further developing his consciousness, he is aware of all the innovations in the education system serves as the main factor that should happen.

Basically, the following scientific research methods were used to study the problem:

- technological and competence approaches that helped to determine the

essence of the concept of "technological competence of the future music teacher";

- analysis and classification of music teaching technologies;
- clarifying the content and essence of technological knowledge, improving the qualifications of future music teachers and forming the skills of applying technological knowledge and skills in the educational process;
- determining the content of the components of the technological competence of future music teachers;
- a set of theoretical methods such as analysis, systematization, comparison, concretization and generalization of different scientific views - to determine the essence of the main concept of research;
- classification - determination of directions of technology in the music-pedagogical education system;
- systematic-structural analysis - justification of the structural structure of technological competence;
- modeling - in order to determine the criteria for evaluating the development of technological competence with future teacher-musicians;
- a set of diagnostic methods: pedagogical observation, discussion, survey, survey, interview, diagnostic task and maps, creative tasks, comparison, assessment - determining the technological competence levels of future music teachers;
- formative experiment - testing the method of development of the studied phenomenon;
- mathematical statistics in order to determine, interpret and prove the reliability of results in pedagogical experience.

It is no exaggeration to say that the science of pedagogy, new pedagogical technologies, innovations, new pedagogical-psychological concepts and interactive methods, which are rapidly entering the

educational system, have been mastered and used by the teacher.

A modern teacher should understand that he should not be an "actor" but rather a "director" in the course of the lesson. He will have to organize his students' views on music science from the point of view of creativity, form in them the characteristics of curiosity and of course, organize a lesson using new pedagogical technology. For this, he should be familiar with several new educational methods. In order to make our young people aware of their identity, to teach them to think independently, to prevent a gap in their thinking, we need to improve the vocabulary and musical literacy of schoolchildren, to develop their interest in our artistic works and classical songs and to determine the extent to which their musical thinking develops.

An important aspect of music is that it is directly connected with emotions, moreover, each musical piece studied shows high humanity and spiritual purity. The art of music requires high humanity, spiritual purity and extremely refined taste from those who practice it.

The world of musical sophistication plays an incomparable role in educating young people to be intellectually mature and spiritually refreshed. Today, one of the urgent tasks of a music teacher is to improve the lessons of music art and culture in a scientific and methodological way, in accordance with the requirements of the time. Therefore, we found it necessary to consider, at least partially, some problems related to the teaching of "Musical culture" classes in the general education school and ways to provide their solution.

We have already mentioned that the science of music culture differs from other sciences in that it is synchronized with the development of time. It is natural that every discipline has its own characteristics. Of course, there are many unique aspects of teaching music. This is evident in its organizational structure and practical performance aspects.

Therefore, advanced pedagogical technologies can be effectively used in every activity of the lesson. During the lessons, it is

possible to apply technologies in accordance with the existing conditions, teacher's and students' ability, according to the content and essence of each of the lectures, stories, explanations, demonstrations, demonstrations, listening to music, conversation, question-and-answer, group singing, voice tuning exercises. This also shows the unique characteristics of a music teacher.

These include love and interest in the art of music, conducting lessons in an emotionally uplifted spirit, developing pedagogical skills, loving children, paying attention to their musical abilities and interests and striving to realize them. If the teacher does not have these characteristics, then any pedagogical technologies will be dry, meaningless, uninteresting and ineffective. Because it is clear that any form, model, type of education will not give the expected result without the teacher's pedagogical skill, knowledge, qualification and pedagogical activity. It is known that a music teacher carries out educational work.

In educating students through music, it is important for a teacher to have good musical skills, a good voice, read music, be able to use various tools wisely and appropriately and be able to improve the abilities of students. When the teacher himself plays a tune on a musical instrument or sings a song, it has a particularly pleasant effect on the students, their mood rises.

The music teacher should also monitor the lessons. Due to constant observations, the teacher improves his pedagogical skills. He learns to assess the situation, to notice students' inner feelings, interests and abilities.

Observation lasts from 1st to 7th grade. Effectiveness, convenience, interesting and noteworthy aspects of the used methods, forms and pedagogical technologies are determined.

The uniqueness of music education is the organizational structure, practical performance activities, as well as teaching methods, factors that ensure their effectiveness, the analysis of tools and generalization of their general creative and positive aspects makes it possible to develop new types of music education unique to itself.

These are also pedagogical technologies according to the content and essence of their purpose and function and their application to music lessons gives good results. Such classes instill good mood, enthusiasm, high spirits and aspiration in students.

There are a number of game methods and educational methods for making schoolchildren interested in music and ensuring the effectiveness of education. Among them, we can single out the following technological lessons, which are widely used by advanced, enterprising teachers today.

The minimum requirements for the content of the "Music culture" subject of the general education school are composed of a set of theoretical and practical activities, including elementary music literacy, the activities of creators of musical works, music performance, choir, ensemble, composers and composers, and knowledge of Uzbek folk instruments, elementary musical refers to mastering our national music culture based on terms and expressions, music genres, themes.

These topics are implemented in the course of the lesson through theoretical and practical exercises in the following educational activities:

1. Listening to music.
2. Singing as a group.
3. Music literacy.
4. Music creativity.
5. Rhythmic movements.

Listening to music forms the basis of educational content. In addition to learning melodies and songs by means of listening and listening activities, an opportunity is created to learn and master musical rhythmic movements, creative activities and to express musical descriptions.

Samples of Uzbek folk music, musical works of Uzbek composers and composers will be heard. Group singing is essential for developing students' musical ability and performance skills. In the process of group singing in the class, the student strives to control his voice performance, to listen and observe the performance of his teachers and to accompany them. They will sing samples of

Uzbek folk songs, songs of world and Uzbek composers.

As a result of the teacher's use of such educational technologies, students' interest in these lessons will increase, attract their attention and strengthen their memory. Advanced pedagogical technologies correctly selected by the teacher in the course of the lesson show their effectiveness in imparting knowledge to students and educating them spiritually. It is appropriate if the mentioned pedagogical technologies are used by the teacher in the process of music culture lessons.

In conclusion, it should be said that if teachers effectively use modern pedagogical technologies in the lesson, the effectiveness of music lessons will be high. After all, it is necessary for students to learn the art of music with interest in all its sophistication. The main goal is to form students' artistic perception of music, singing, dancing and creativity skills from musical activities.

Therefore, the main task of music education is to develop musical talent in students, to increase their love and passion for the art of music, to make them interested in the art of music, to create the necessary conditions for them, to satisfy their artistic needs.

In this sense, we teachers use the effective educational power of music to develop the spiritual, moral and artistic culture of students, using pedagogical technologies to achieve the goal set by different contents, methods, forms and means of education. A positive solution to these problems, in the process of music culture classes of general education schools, provides a wide opportunity to thoroughly familiarize students with pedagogical technology, educational methods and develop their musical thinking, and thus, the effective progress of their education.

Currently, the main tasks of music-pedagogical education include the introduction of innovative technologies, their acquisition and application should become a systematic process covering various types of professional activities of music teachers. The implementation of such tasks requires a high level of technological competence from the teacher, which in turn is one of the most

important, innovative and underdeveloped components of the professional competence of a modern teacher.

The technological competence of future music teachers is based on their technological awareness, skills and competencies, the formation of value orientations of students in the field of music, including the use of innovative educational technologies to improve the effectiveness of their general and musical abilities based on their skills and qualifications.

Therefore, the research of modern scientists is characterized by a great focus on innovative educational technologies, technological knowledge and skills of students and teachers, as well as technological competence of the teacher. In particular, the work of scientists on the content of the technological competence of teachers became important in justifying the nature of the technological competence of future music teachers.

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