



## Determining the Methods of Implementing the Individual Development Program of Music Teachers

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ABSTRACT

This article analyzes the methods of designing the individual development program of music teachers, the problems encountered in the design, setting goals in the development project, and methodological aspects of its implementation

**Keywords:**

Individual Professional Development, Individual Learning Trajectory, Motivation, Reflection, Mentor-Student, Lifelong Learning

**Introduction.** In the process of diagnosing professional needs, conceptualizing and solving the indicated problem of developing the creative personality of a music teacher allows us to design an individual development program. This factor is an important condition for giving a music teacher the right to freely develop and reveal his creative potential and intellectual ability in his own individual way. Art effectively helps the child to create a holistic picture of the world, to learn to make decisions in various life situations. These circumstances determine the increasing role of artistic and aesthetic education in the conditions of the transition from the pedagogy of knowledge and skills to the pedagogy of development.

**Analysis of literature on the topic.** According to the decision of the President of the Republic of Uzbekistan No. PQ-4963 dated January 25, 2021, there are differentiated training programs for public education employees that

correspond to their qualification level, knowledge, scientific and pedagogical potential, work experience, psychological preparation and individual professional development trajectory. [1]

In accordance with the decision of the President of the Republic of Uzbekistan "On additional measures for the further development of the sphere of culture and art" dated February 2, 2022 No. it was determined that the obligation to have the skill to play one, and at least three from the 2023/2024 academic year.[2]

Ensuring the implementation of the above decisions shows the need for multifaceted changes in the system of professional development.

A music teacher engaged in musical and pedagogical activities at the same time having a strong social purpose ensures the effectiveness of the organized pedagogical activity. The activity of a music teacher in the school

community is distinguished by its versatility:  
Music teacher-

☐ introduce children to the world of music in an interesting and lively way;

☐ tell about its forms;

☐ providing theoretical knowledge in genres;

☐ Performs duties such as various types of extracurricular activities.

Musical-pedagogical activities include professional, musical and performing, communicative and organizational, research activities. The individual characteristics of a music teacher are formed at the stage of his education. Thus, the individual characteristic is the generalizing characteristic of the activity of a music teacher, which is manifested not only in professional musical knowledge, aspirations of creativity, but also in the specific results of working with children.

Kabalevsky defined a music teacher as follows: "A music teacher in a secondary school should not be an "expert" in any branch of music. He is both a theorist and a practitioner, but at the same time one way or the other. one must be a music historian, a music ethnographer, and a performer who owns the instrument in order to always be ready to focus on the problem" [3] The general professional training, work experience, professional difficulties and needs of the music teacher while the teacher and consultant work together in designing the individual development program of music teachers; state of professional and social activity; psychological characteristics, communicative characteristics; formation and stability of professional, social, knowledge motives; to be able to make optimal decisions, to be able to choose the most convenient and effective forms and methods; It is mentioned in the sources that they should reflect, understand the content of their activities, their needs and consider others seriously. The fact that the algorithm for creating an individual educational trajectory of a teacher consists of the stages of diagnosis, goal clarification, content formation, orientation, implementation, analysis and reflexive

evaluation means the consistency, continuity and completion of its logical chain. [4]

The direction of the work to be carried out, the activities and actions to be performed, the duration, the form of participation of the pedagogue, the form of presentation of the results, the analysis of the results and the place of their presentation are determined and a mark is placed on their completion.

When designing an individual educational trajectory of a teacher, it is necessary to organize scientific-methodical monitoring, to create active interaction with the consultant and relevant specialists, and methodical activities aimed at increasing professional competence (plan of traditional, distance courses, methodical structures, activities in action it will be necessary to provide specific address information about training sessions, virtual pedagogical associations, conference, forum, seminar, etc.). [4]

The organization of training on the design of the individual development program of music teachers requires a special methodology and technology. In modern didactics, two opposing methods are usually offered to solve this problem, each of which is called an individual approach.

The first way is the differentiation of teaching, according to which each teacher is offered an individual approach, differentiating the material he studies by the level of complexity and direction. For this, Music teachers are usually divided into groups (by type: able, average, backward) or levels (high, average, low).

The second method assumes that each teacher builds his own development path in relation to the field of his specialty (musical instrument specialty). In other words, each in-service teacher has the opportunity to create his own development program for mastering all skills. Both approaches serve to create an individual development program, because it not only involves the individual actions of teachers against the background of common goals set from the outside, but also at the same time develops different models of teacher learning, each of which is unique. requires output and implementation.

Creating an individual educational trajectory of a teacher's professional development involves the following stages:

- diagnosis of professional difficulties and needs (initial situation);
- defining the purpose of training and expected results;
- formation of the content of professional development;
- determining the mechanism of interaction with the participants of advanced training and directions of action;
- implementation of the specified direction;
- analysis of results and reflexive evaluation.

**Conclusions and suggestions.** In short, if music teachers draft an individual development program, determine their level before implementation and compare it with the level after implementation of the individual development program, they will first of all feel their professional development. He realizes that the efficiency in his work has increased, he is starting to work for concrete results. Also, the second, third, etc. of professional development based on the principle of "lifelong learning". Creating a path of individual development and constantly implementing it is an important factor for music teachers to work on themselves.

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