

**PRIORITY PRINCIPLES OF DEVELOPMENT OF METHODOLOGICAL
COMPETENCE IN FUTURE MUSIC TEACHERS**

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Abstract: In this article, the concept of competence is analyzed pedagogically, psychologically, and methodically. The article also analyzes the views of the authors on the concept of competence on a foreign and national scale. Opinions about the professional competence of the music teacher are presented.

Keywords: Competence, professional competence, music teacher competence, personnel training, pedagogical skill, educational environment, activity, pedagogue.

**ПРИОРИТЕТНЫЕ ПРИНЦИПЫ РАЗВИТИЯ МЕТОДИЧЕСКОЙ
КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ МУЗЫКИ**

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Абстрактный: В данной статье понятие компетентности анализируется педагогически, психологически и методически. Также в статье анализируются взгляды авторов на понятие компетентности в зарубежном и национальном масштабе. Представлены мнения о профессиональной компетентности учителя музыки.

Ключевые слова: Компетентность, профессиональная компетентность, компетентность учителя музыки, подготовка кадров, педагогическое мастерство, образовательная среда, деятельность, педагог.

The development of methodical competence in future music teachers naturally shows its own characteristics. Accordingly, in this process, along with the general didactic principles, it is considered appropriate to identify the leading ideas that are characteristic of music education. Before talking about the priority principles of developing methodical competence in future music teachers, we will talk about the lexical and theoretical essence of the basic concept.

Lexically, when translated from Latin and Greek, the term "principle" (lat. "principium"; Greek. "arché") means "basis", "initial basis", "the most important idea". According to the theoretical interpretation, this concept is "a leading initial idea, an important basis for the process of pedagogical activity aimed at the formation or development of certain qualities in a person"; "the basic, initial state of some theory, teaching, science, etc.", "the preliminary rule, the confirming idea, which is the basis for creating scientific theories and laws, maintaining legal documents"; represents the main, initial rule, leadership idea, as well as the meaning of a person's inner confidence, which shows a strong moral, legal, and worldview position in various situations.

In one of the electronic sources in Uzbek, the concept of "principle" is also interpreted as "a proposition or value that is a guide for behavior or evaluation." In our opinion, a mistake was made in defining the concept here. The first error appears when the thought is grammatically incorrect. The definition says "behaviour or assessment". In our opinion, it was necessary to express the opinion in the form of "behavior or ... evaluation" (for example, evaluation of "behavior or activity"). The next error appears to be the inappropriate use of the terms "offer or value." That is, there will be no proposition or value guide (basis) for evaluation. After all, the

concept of "offer" when translated from Arabic, according to its dictionary meaning, means command, assignment, task, duty, obligation, etc. In theory, it means "an idea, issue, advice, etc. presented for discussion, implementation, or acceptance." A proposed idea may or may not be accepted or implemented. And the principle is applied to the main, important idea that is binding for all. Moreover, the term "value" does not fully explain the essence of the principle. The idea would be logically expressed if the terms priority criterion (criterion), measure or indicator were used instead of this concept. Therefore, the opinion should be expressed as follows: an important idea or criterion that is the basis for evaluating a certain action (activity).

In our opinion, from the pedagogical point of view, the term "principle" is an important basis, a standard idea that ensures the successful and stable course of a certain educational or educational process, guarantees the expected result in terms of teaching or education.

ICT has been recognized as an important structural element of modern education during the last quarter of a century. In fact, ICT and their educational programs are considered the "main pillar" of the 21st century education. Therefore, special attention is being paid to the effective use of the teaching and training opportunities of ICT in the process of education and training in the pedagogical research carried out under the existing conditions. In the research carried out by M. Ye. Korolev, I. A. Deriy, relying on the existing possibilities of digital didactics, he gives the following principles that are of priority in ensuring the effectiveness of the process of developing methodical competence in future pedagogues: the high social status of the pedagogue according to his individuality and activeness in the activity, his priority over other subjects and subjects; expediency; flexibility and adaptability; guaranteed success; learning in cooperation and solidarity; practice orientation; increasing complexity; "saturation" of the educational environment; multimedia; sequence of assessment.

During the research period, attention was paid to identifying the principles that gain priority in the process of developing methodical competence in future music teachers. Based on the theoretical analysis of the research topic, based on the results of observation of pedagogical practice, it was determined that the following principles are the priority in the process of developing methodical competence in future music teachers.

At this point, it should be mentioned that not only general didactic principles, but also specific methodological principles are of priority during the development of methodical competence in future music teachers. Based on the theoretical study of the research topic and observation of practice, it was concluded that the following specific methodological principles are also of practical value in the development of methodological competence of future music teachers.

In the process of developing methodical competence in future music teachers, relying on the creative thinking of students will help them to "pose a problem; propose many different solutions to a problem; distinguish an unusual solution from among the solutions; deepening the idea that represents an unusual solution by adding new details; creates the necessary conditions for the manifestation of competencies such as "re-analysis and selection of optimal ideas". That is, to understand the problem (what it consists of) that arises during performance and vocal arrangement, to put forward many different solutions for solving the problem (different breathing exercises (breathing with the chest or diaphragm, belly breathing), performance styles, improvisation use); distinguishing different and unusual ones from different performance styles and improvisations; adding new details to various performance styles, improvisations; by re-analyzing and choosing the optimal solution, students will be able to successfully learn the basics of music education and its teaching both theoretically and practically.

Thus, certain principles gain priority in the content of pedagogical activity in all didactic processes. The principles act as a "beacon" that ensures the proper organizational-conceptual, practical-methodical organization of educational activities in the appropriate direction. Therefore, it is considered appropriate to determine the didactic principles of priority importance in the process of developing methodical competence in future music teachers. Undoubtedly, general didactic principles (in particular, professional orientation of education, integration of education and interdisciplinarity, scientific character of educational activity, unity of theory and practice, educational activity of students) are the priority in the development of methodical competence of future music teachers. The uniqueness of the educational process selected for research, the content of teaching, the practical aspects of its effective organization, special methodological principles (for example, the collaborative character of teaching, the "saturation" of the educational environment, interactivity, students' creative thinking, innovative, vitagen, benchmarking approach) confirmed that it is significant.

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