

SETTING UP THE EXPERIMENTAL WORK ON THE DEVELOPMENT OF METHODOLOGICAL COMPETENCE IN FUTURE MUSIC TEACHERS

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Abstract:In this article, setting up the experimental work on the development of methodological competence in future music teachers is analyzed. 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:Educational environment, competence, pedagogical skill, music teacher competence, personnel training, professional competence, activity, pedagogue.

Абстрактный:В данной статье анализируется постановка экспериментальной работы по развитию методической компетентности будущих учителей музыки. Также в статье анализируются взгляды авторов на понятие компетентности в зарубежном и национальном масштабе. Представлены мнения о профессиональной компетентности учителя музыки.

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

In any scientific research, the suitability of the proposed theoretical ideas is studied by organizing a test case aimed at ensuring their initial application to practice. Therefore, it is important to organize experimental work based on the theoretical idea recommended for pedagogical practice and methodical developments that ensure its application to the educational process. Consequently, the necessary pedagogical conditions required for the rational solution of the chosen scientific problem are created by means of experimental work.

So, what constitutes the necessary pedagogical conditions required for the rational solution of the chosen scientific problem?

In this study, the availability of information, methodical and diagnostic support and their purposeful use are required to rationally organize the experimental work on the development of methodical competence in future music teachers from the organizational-pedagogical, practical-methodical and evaluation point of view.

There are many approaches to the interpretation of the concept of "Information supply" in research carried out in the fields of pedagogy and ICT. Here are some of them as examples.

Information supply - a unified unified system of information classification and coding (in automated systems); independence of students by increasing their educational activities in mastering educational resources, including the mechanism of working with educational information, didactic system (in pedagogy) that serves to develop initiative, creativity.

In the fields of pedagogy and psychology: a complex consisting of a theoretical idea, methodical development and diagnostic system that allows for the organization of a certain process, control and evaluation of results; technological methods and methods that improve mutual pedagogical relations between the pedagogue and students, a way to strengthen the educational process, a tool that increases its information-resource capabilities.

In the field of ICT: a set of measures aimed at providing a specific process with information resources, including the mechanism of information search, acquisition, storage, enrichment, processing and transmission; forming a database;

In the field of management: provision of information to certain activities (for example, military management), as well as activities that ensure their creation, improvement, and continuous use, which are at the disposal of management bodies and their officials, and include a set of information resources, tools, and technologies; a set of information resources and services provided for making management decisions and performing scientific and technical tasks in accordance with the stages of implementation; providing management structures with valid evidence; use of information in the automatic control system; information used to establish the activities of various consumers (organizations, scientists, artists, writers, journalists, etc.).

In fact, the concept of "information supply" has different meanings to a certain extent depending on their nature and characteristics, as it is used in different fields. That is, consistency between the theoretical idea, methodological development and diagnostic system (in the fields of pedagogy, psychology, sociology), all activities that ensure the acquisition of information - primary (search, collection), secondary use (storage, enrichment, processing), tertiary use (transmission).) (in the field of ICT); making management decisions, performing scientific and technical tasks (in the field of management) are among them. But despite this, information provision in all areas serves a single goal - to provide it with scientifically based, practical information for the correct organizational, practical-methodical and analytical organization of the process.

Information supply plays an important role in educational process information at HEIs. This process, which is one of the objective factors that serves to prepare students for future professional activities, describes measures such as: organizing an information environment aimed at activating students in educational work; including the mechanism of searching, collecting, storing, distributing, transmitting, analyzing, synthesizing, interpolating (adding something to the text during editing), extrapolating (transferring the existing situation to the next stage, to a condition other than the main one) of educational information necessary for the performance of professional tasks create conditions for them to master information resources; encouraging the increase of students' activity by ensuring their initiative, independence, creativity in the development and creation of electronic products in the relevant field of study, manifested in the pursuit of understanding the knowledge of the subject in educational activities.

Regardless of the field, it is necessary to take into account certain requirements in the formation of information supply - criteria, that is, accuracy, reliability, validity, relevance, representativeness (the opinion of the selected subjects is accepted as the opinion of the majority), processing, quantitative and qualitative analysis.

In the framework of relevant research, the organization of experimental work, implementation in experimental areas and analysis of the obtained results, in order to come to a certain conclusion,

educational and special, as well as literature on the organization of the teaching process, created on the musical sciences taught at the Higher Education Institution, ideas put forward in research on vocal performance. was accepted as the main source of information.

The information supply for the organization of experimental work aimed at the development of methodical competence in future music teachers was formed on the basis of the following: the purpose, tasks, main stages of the experimental work, objective and subjective factors affecting the effective and successful organization of the experimental work, fields of experience and from them, the respondents-students involved in the test work, as well as information on the scientific and pedagogical methods used in the test work.

One of the most important conditions for the successful organization of scientific research is the clear definition of the goals and tasks of experimental work.

The purpose of the experimental work aimed at ensuring the investigation of the research problem was defined as the improvement of modern methods and innovative technologies for the development of methodical competence in future music teachers.

It was assumed that the main result of achieving the set goal will be determined not only by knowledge, but also by having methodical knowledge at the level of practical application, creative approach, and analysis.

The achievement of the purpose of the trial work was ensured based on the positive solution of the following tasks:

1. Development of an experimental program representing the practical implementation of theoretical ideas related to the development of methodical competence in future music teachers.
2. Selection of modern didactic methods and technologies found to be effective for the development of methodical competence in future music teachers.
3. Formation of a special methodology for the development of methodological competence of future music teachers with the help of selected modern didactic methods and technologies.
4. Multi-stage testing of a special methodology aimed at developing methodological competence of future music teachers based on the organization of experimental work.
5. Evaluation of the level of development of methodological competence of future music teachers based on summarizing, analyzing and processing the results of multi-stage tests using the mathematical-statistical method.

As in any process, pilot work consists of several stages that complement each other consistently. One of the steps acts as a "foundation/ceiling" for the other.

Experimental work was organized in the following main stages in 2021-2023:

1. Grounding experiment phase (I half of 2021) - at this phase, the purpose of the experimental work was determined; on its basis, the scientific and pedagogical tasks that need to be implemented were determined; Pedagogical conditions were created to achieve the goal of the trial work and to effectively solve the specified scientific and pedagogical tasks (for example, the experimental areas were selected; the number of respondents involved in the trial work was determined from them; the

involved respondents were conditionally divided into two groups - experimental and control) by random selection were divided into groups; the respondents were informed about their participation in the test work and their tasks; in order to ensure the consistent, continuous and systematic organization of the test work in the experimental and control groups, practical pedagogues were selected and attached; practical pedagogues involved in the test work were given information about their tasks during the experimental period; future music In order to study and evaluate the current state of development of methodological competence among teachers, a primary diagnostic test based on pedagogical observation, questionnaires and test questions, and quantitative analysis was organized).

2. The formative experimental stage (II half of 2021 - I half of 2023) - at this stage, based on the results of theoretical analysis, a program of experimental work was developed, allowing the effective development of methodological competence of future music teachers, innovative methods were selected, the authorship of the researcher special methods were formed based on the approach; a special methodology for the development of methodological competence of future music teachers was developed using the methods based on the selected innovative and authorship of the researcher; in the process of organizing the experimental work, partial changes were made to the content of the special methodology, taking into account the situations (problems, existing difficulties) that were noticed in the practice of music education; the test program was put into practice on a large scale in experimental areas.

3. Emphasis (summary) experimental stage (II half of 2021) - secondary diagnosis based on quantitative analysis of pedagogical observation, questionnaires and test questions, results of practical training in order to study and evaluate the situation formed after the experimental research aimed at developing methodological competence in future music teachers. trial work was organized; the results of the substantiating and emphasizing experimental work were summarized, and the final results were reanalyzed using the mathematical-statistical method (Student method); according to the results of the analysis, the effectiveness of the experimental work was evaluated and a final conclusion was reached.

Certain factors affect the progress of any process. It is divided into objective (external) and subjective (internal) factors according to its character and source.

The concept of "factor" means "reasons that affect the education or training process in one way or another." Objective factors are "reasons that do not depend on the learner or student", and subjective factors are "reasons that directly depend on the student or student and his teacher (educator), as well as the surrounding people and the activity of the educational institution."

Based on theoretical analysis and observation of educational practice, it was determined that the influence of the following objective and subjective factors is important in the success of the experimental work aimed at developing methodical competence of future music teachers:

the availability of the necessary educational environment (educational auditorium, technical equipment) for the organization of test work in experimental areas; organization of the test process based on a well-founded program; that methodological developments related to the development of methodological competence among future music teachers have been prepared and that their content is of a high level (objective factors);

orientation of pedagogical contingent opportunities for consistent, continuous, systematic conduct of testing in experimental areas; researcher-practitioner-pedagogues-respondent-students understand each other and treat each other with mutual respect; high-quality and complete performance of the tasks assigned by the practitioners-pedagogues involved in the test work; that the respondents-students show activity in the trial work; direct participation of the researcher in the test work and consistent control of the overall process; constant analysis of the current situation; the introduction of necessary changes to the pilot-test program based on analysis and mutual consultation as required by the situation; direct analysis of each stage of experimental work; that the test results are reasonable and reliable; that an unbiased conclusion was made based on the final results (subjective factors).

Fields of experience in the organization of test work in pedagogical research are considered an important structural element of this process. The following HEIs were selected for the implementation of the pilot study of the pedagogical research aimed at the development of methodical competence in future music teachers:

1. Kokon State Pedagogical Institute (Kokand SPI).
2. Chirchik State Pedagogical Institute of Tashkent region.
3. Navoiy State Pedagogical Institute (Navoiy SPI).

It is known that the main subjects of scientific research conducted in pedagogical and psychological directions are respondents, that is, persons involved in the test work (students in this study). Accordingly, the number of respondents participating in the test work in the selected experimental areas was determined.

The essence of experimental work carried out within the framework of pedagogical research is reflected in the study of the effectiveness of the special methodology recommended for practice based on the idea of the researcher. The study is based on the results of experimental and control groups.

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