

INNOVATIVE TECHNOLOGIES OF PREPARATION OF FUTURE MUSIC TEACHERS FOR SPIRITUAL AND EDUCATIONAL ACTIVITIES

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ABSTRACT

The article describes the theoretical and practical basis of innovative technologies for the preparation of future music teachers for spiritual and educational activities. At the same time, in higher pedagogical education, the notion of the necessary knowledge, skills and competencies that music teachers need to acquire in order to prepare them for the practical activities of a school music teacher is reflected.

Keywords: *Music, spiritual and educational activities, innovation, music lessons, music teacher.*

АННОТАЦИЯ

В статье рассмотрены теоретические и практические основы инновационных технологий подготовки будущих учителей музыки к духовно-просветительской деятельности. В то же время в высшем педагогическом образовании отражено понятие необходимых знаний, навыков и компетенций, которые необходимо приобрести учителям музыки, чтобы подготовить их к практической деятельности школьного учителя музыки.

Ключевые слова: *музыка, духовно-просветительская деятельность, инновации, уроки музыки, учитель музыки.*

INTRODUCTION

At present, in all education systems of the republic, especially in the system of higher pedagogical education, great importance is attached to improving the quality and effectiveness of teacher training, and in this regard, various pedagogical research is being conducted. Most of this research is aimed at increasing the effectiveness of education through the introduction of advanced innovative pedagogical technologies to focus on spiritual and educational activities in achieving the goals of teaching and its high results. is one of the most important tasks. Achieving cultural, spiritual and aesthetic maturity of the youth growing in the Republic plays a key role in the commonality of universal values. The task of educating a harmoniously developed generation requires the formation of their artistic thinking, aesthetic taste, cultural level in the first place. Without fulfilling this task, it is important to fully ensure the

development of social, economic and cultural spheres. The need to prepare future teachers of music education in higher education for spiritual and educational activities, to improve their professional competence is determined by a number of social, economic, psychological and pedagogical factors.

It should be noted that the whole set of components of his future pedagogical activity, which is the integration of music and pedagogy in the organization of the spiritual and educational competence of future teachers of music education, is still fully reflected. not mentioned. Due to this, the system of preparation of future music teachers for spiritual and educational activities in higher education is very complex (music pedagogy, practical and theoretical, methodological, conductor, vocal-choir, instrumental performance). education) components. At the same time, an integrated approach is needed to study specific aspects of the professional training process of a future music education teacher with a modern level of pedagogical science. The formation of the professional training of future teachers in pedagogical higher education is an important task of the state and society. The content and technology of formation of professional competence of future music education teachers are mainly determined by specific conditions, educational ideology, and priority social values. The same can be said about vocational training, the changes in which are related to the development of society, the conditions under which the education system is developing.

Good results can be achieved by constantly improving and encouraging the innovative activities and experiences of leading educators who teach "Music Culture". In connection with the organization of innovative activities on a scientific basis, the most important thing in the introduction of advanced pedagogical technologies in the educational process is to take into account the readiness and interest of students in these activities and the choice of appropriate technology. In order to prepare future teachers for spiritual and educational activities in pedagogical universities, it is necessary to pay attention to the following:

1. To study the experience of new and effective work secrets of teachers working on the basis of technological approach;
2. To increase the activity of educators in the technological approach and, conversely, to identify the causes of the problems that hinder it, to look for more effective ways to work on the basis of the technological approach;
3. To study the unique methods of teaching by experienced teachers in the application of advanced pedagogical technologies, to identify their differences and similarities, shortcomings and achievements, and to apply them in their work.

DISCUSSION AND RESULTS

The technological approach to education is one of the factors that actively influences the pedagogical process and determines its effectiveness, integrity and success.

Focus on future teachers studying in higher education, including music teachers, who have a thorough professional training in accordance with modern requirements, to become masters of their profession, science and education. In addition, the training system is one of the most important tasks. Knowledge and skills in the preparation of future music teachers in higher pedagogical education for spiritual and educational activities and in music sciences - music teaching methods, music theory and analysis, choir and choral studies, conducting, solfeggio, etc. The attitude to the chosen profession plays an important role. In this regard, it should be noted that students studying in the field of music education have different levels of knowledge, level of musical training and profession. They can be divided into three categories:

1. Students who have a basic knowledge of music, love their profession, and earnestly strive to acquire the knowledge, skills, and abilities necessary to realize their dreams of becoming a teacher in the future;

2. Students who have the ability and talent for music, but are not seriously interested in all subjects and do not feel the need for future activities. They do not master the various aspects of pedagogical activity.

3. This category of students is forced to enter the university against their will, which affects their studies. They do not make it a goal to pursue a career in pedagogy in the future.

Pedagogical practice plays an important role in preparing future teachers for an innovative technological approach in the educational process. At present, at each stage of the specialization of music education, students go to study, qualifying practice. If in this process the pedagogical and technological training of students is not taken into account, then the problem arises, as we mentioned above. Because the acquisition of skills in the application of pedagogical technologies and their application in the classroom during the student period is more convenient, effective and meets modern requirements than in practical work.

CONCLUSION

Our observations show that in the process of well-organized pedagogical practice, the professional formation of future teachers becomes more active. Because constant communication with advanced, experienced teachers helps them to directly observe, study, learn and master the best practices of their creative work. One of the

most important skills that every teacher should have today is the ability to organize and conduct lessons on the basis of pedagogical technologies. Due to its composition, this skill is quite complex. For this:

❖ In order to prepare students for innovative activities and the formation of related skills and competencies, it is necessary, first of all, to be able to effectively use educational activities, to teach students to master the skills of using pedagogical technologies in teaching each subject.

❖ Technological preparation of students for pedagogical activity depends on the ability of students to consciously, confidently and successfully apply in practice the theoretical, psychological, pedagogical and methodological knowledge acquired during the training and to be strengthened during practical training, pedagogical practice depends on.

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