Some Issues of Organizing Educational Activities of Future Music Teachers

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Abstract

One of the main tasks for the teachers of each pedagogical higher education institution is to prepare students to become mature experts in their fields. Therefore, the main time of the students is spent on acquiring the knowledge given in the relevant subjects. Filling up their spare time comes down to the various lessons we source. This article discussed some issues of effective organization of educational activities of future music teachers.

Keywords: *Research; Future Music Teachers; Collaborative Learning; Innovative Ways of Education; Music Education*

Introduction

Having gained social and political independence, the Republic of Uzbekistan has chosen the path of social development and progress. This path of development, based on national and universal values, as well as democratic principles, is recognized by building a humane, democratic and legal society. The creation of a civil society depends, first of all, on the fact that the citizens living in this society are spiritually and morally mature and have a high level of intellectual potential. After all, the social norms that operate in civil society are created, based and implemented by people living in this society. The national cultural heritage plays a special role in the emergence of social and moral norms and attitudes that acquire a positive content.

During the years of independence, the need to restore the scientific foundations of spiritual education, the need for the effective use of the national cultural heritage and values in this place increased and rose to the level of one of the basic principles of the political, social and economic perspective of Uzbekistan.

Harmonization of music education with national heritage, folk traditions and customs, preservation and enrichment of samples of national culture, national recognition of education, introduction of a new education system aimed at respecting the history and culture of other peoples, made it possible to ensure the effectiveness of the educational process [1].

The public order for the upbringing of a perfect generation also imposes certain tasks on institutions.

Literature Review

Uzbek scientist G. M. Nazhmitdinov formation of interest in the profession among students of musical and pedagogical faculties of secondary schools of the Republic of Uzbekistan, increasing the effectiveness of musical education of students with the help of oriental musical and poetic traditions of D. A. Dzhamolova, musical and poetic traditions of B. M. Karomatova. An example of this is the research conducted on the use of pedagogical heritage in the educational process. Psychological aspects of artistic and aesthetic education were studied in the studies of B.G. Ananev, M.F. Belyaeva, S.L. Rubinshtein, G.I. Shukina, R.S. Karomatova F.M., Radjabova I., Gafurbekova T.V. The studies of M. Kadyrov should be singled out [2].

Various components of the problem of training a specialist in music education were studied by foreign scientists: O. A. Apraksina, L. G. Argaynikova, L. S. Velichko, V. I. Mutsmakher, G. M. Tsipin, G. V. Yakovleva [3].

Also in the studies of S. Nishonova on the upbringing of a comprehensively developed personality in the development of pedagogical thought in the period of the Eastern Renaissance, the educational value of music and literature is reflected. However, the issue of an innovative approach to the training of future music teachers was not studied in these studies, so the topic of our study remains relevant.

Research Methods

When writing the article, the following theoretical methods were used:

• literature analysis on the topic;

• abstraction and concretization;

• analogy between production and educational systems;

• modeling of the educational process and design activities of the teacher.

Empirical methods:

• study of regulatory documents;

• observation and analysis of the educational process;

• survey (interviewing and questioning);

• method of expert assessments.

Analysis and Results

The mentality is formed on the basis of national culture, national values. This puts before the education system the task of educating the younger generation in the spirit of deep respect and love for our national values, culture, language, traditions, rituals, religious beliefs, national music.

To be honest, our education system has really developed in one direction. The same was true in the sphere of culture and art. In the field of music, almost all educational programs, repertoires of educational events, musical ensembles, works in school music textbooks were formed according to samples written under the influence of European culture. The national spirit, culture, history, way of life, customs, life philosophy of this or that people were deliberately ignored, and not least the national music and songs that embody the soul of this people. However, our ancient ancestors developed a whole range

of spiritual, ethical and aesthetic requirements for a perfect person through national culture, traditions and folklore, or, in modern terms, Eastern ethics, customs and aesthetics [4, 5, 6].

Therefore, in the system of higher, secondary and public education in Uzbekistan, it is necessary to use the invaluable resources of folk sages, which are of great importance for the education of a perfect personality, in terms of spiritual, moral, aesthetic education in terms of today's specialists [7].

Also of particular importance in the disclosure of the research problem is the problem of improving the methodology of music education through the integration of traditional, modern and innovative methods.

Here is some of them:

1. Method of "classification". This method teaches students to highlight important features, aspects of the topic being studied, to combine information that expresses them. When using this method, students develop logical thinking, the ability to systematize information that highlights important features. The method is used in the following order:

1) the teacher has identified a topic, question or problem, the important features of which need to be identified;

2) students are introduced to the chosen topic (question, problem) and the conditions for applying the "classification" method;

3) students are assigned to small groups;

4) small groups are given specific tasks;

5) groups perform the task (highlight important features that illuminate the essence of the topic, express them using a table);

6) the groups present their decisions to the public;

7) The work of the groups is discussed by the team.

When using the method, students pay attention to the following:

1. There is no single requirement for the coverage of important features (categories).

2. When groups are given the same task, the solution of one group may differ from the solution of another group.

3. Students cannot be informed by the teacher about important features that illuminate the essence of the topic, the process of searching for important features should be carried out by them themselves [8].

When using the "Classification" method in the course of a small group lesson, the following task is given:

1. Determine in which process of communication the reference data is used.

2. Phrases according to their content

Divide into groups according to origin! When working with the methodology, students are provided with the following indicative information: Quoted phrases are used in greetings, farewells, affirmations (or denials). You need to group phrases into these three situations.

Under the guidance of the teacher, the team listens to the solutions of the small groups on the task, discusses each solution and identifies the best solution, as well as the successes and drawbacks of the solutions. If mistakes are made in the solutions presented by small groups, then with the help of the teacher a unique solution is formed with the participation of the team.

2. The strategy of "Sticks Match". This strategy is used to determine the extent to which students have mastered the learning materials. The strategy helps students create a variety of problematic questions or situations based on the topic of the material being studied, identify the main concepts of the topic, interpret, analyze and describe them.

This strategy allows each student to individually completely different tasks during the lesson, working on it independently.

A strategy-based lesson teaches students to think individually and in small groups on a topic that is studied or needs to be studied, memorize the knowledge gained, summarize the accumulated thoughts, express them in writing or in the form of pictures, drawings, schemes, models. This strategy is organized in pairs, small groups or as a team. Students describe concepts in writing and present them to the community based on the presentation.

The procedure for applying this strategy is as follows:

1. The teacher invites the student (or small groups) to choose from matches or simple sticks as many matches as they want.

2. The student (or small groups) chooses matches or simple sticks as desired.

3. Each student (or small group) explains or tells the rules, highlighting the main concepts of the topic in accordance with the number of matches chosen.

Each match selected by the student (small groups) means that the concept needs to be described. If the disciple chooses two parts of the guru, he distinguishes between the two concepts and describes them. As the number of grains of the match increases, the number of concepts and the number of definitions given to them increases [9,10].

This strategy can be used very effectively in lessons. The effectiveness of the application of the strategy is manifested in the following cases:

1) the study rules of the topic, the interpretation of important concepts expressing them;

2) when categorizing theoretical concepts on specific topics;

3) in competitive competitions;

4) when using new concepts.

In the development of a culture of communication in English among students, the strategy "Sticks Match" can be used for two purposes:

1) to determine the theoretical knowledge of the student;

2) assess the ability of small groups of students to effectively organize communication in the class.

In practice, the strategy is applied by involving more students in small groups.

In the preparation of future music teachers, it is necessary to pay special attention to the following aspects when working with younger students at school:

1. Understanding that music has an emotional impact on the spiritual world of young people and is quite effective in this regard.

2. Emphasizing the social role and significance of art and reality, helping to understand the place of music, its artistic value, its essence in our national culture.

3. Consolidating the musical knowledge of students, instill in them a sense of intolerance to songs that are carefree, shallow in content, ineffective, performed on foreign motives, contrary to the traditions of Uzbek musical culture.

4. To be able to correctly evaluate music from a spiritual, ethical, philosophical, socio-political point of view, to teach to understand their educational features.

Conclusion

In the professional training of future music teachers, it is necessary to teach that there should be certain standards in their use, since the role and importance of music among other means in the aesthetic education of students is incomparable. It is necessary to explain to students the incorrectness of including correct musical works in the educational, educational and concert repertoire. In this case, all work can be carried out on the basis of a certain pedagogical basis, a pedagogically approved methodology, and give the expected effect.

It is also necessary to give future music teachers special knowledge about teamwork, an individual approach to each student. And, of course, it is desirable to introduce new, modern and effective forms, methods and means of education into the educational process.

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