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PEDAGOGICAL PRACTICE AS THE MAIN FACTOR FORMING THE PROFESSIONAL COMPETENCES OF THE FUTURE MUSIC TEACHER

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Abstract. The article discusses the features of the organization and implementation of the pedagogical practice of students of music education in the context of the implementation of the competency-based model of professional training. The basic principles of updating its content are shown. The university focuses on creating a professional educational environment that activates the competency-based qualities of a future music teacher.

Key words: professional music education, pedagogical practice, motivation, work experience, specialist competence.

INTRODUCTION

The changes taking place in Uzbekistan in recent years are reflected in the nature of modern education, its direction, goals and content. Resolution of the problems arising in the practical activity of musical education with the adoption of the decision of the President of Uzbekistan "Additional measures for the further development of the sphere of culture and art" of February 2, 2022 PQ No. 112 the problem of forming a professionally qualified teacher with abilities, knowledge and qualifications has become urgent. Practice-oriented education is becoming a requirement, especially at the primary level.

As an effective methodology for the formation of practice-oriented professional education, we believe, it is the approach of competence in activity, founded by F. G. Yalalov. It embodies the principles of the knowledge paradigm

and the practice-oriented approach, and aims to preserve the essence of higher fundamental education based on the accumulation of practical experience, the level of which is more clearly determined by competency-based methods.

The author emphasizes that the vector of the activity approach known in didactics is oriented towards the organization of the learning process, practice-oriented educational technologies, and here the entire learning process has the character of activity. Competency-based approach is primarily aimed at achieving certain results, gaining important competencies. Competencies cannot be acquired without having work experience. Abilities are formed in activity and for future professional activity [1].

MATERIALS AND METHODS

In such conditions, according to the scientist, the educational process acquires a new meaning. It becomes a process of learning, acquiring knowledge, skills and experience to achieve competencies of professional and social importance. Activity experience itself works not only as a person's readiness for certain actions and operations based on existing knowledge and skills. In addition to educational and cognitive activities, the activity experience includes assessment experiences with professional and social significance.

"The core of education and professional activity and the main condition for the formation of professional-pedagogical competence of a future teacher," writes S. A. Shmeleva, "is its direct inclusion in pedagogical practice, which gives us new knowledge in accordance with the changing requirements of the labor market." and allows to discover and master professional zones" [2, 17b]. Professional-pedagogical competence is the knowledge, skills and abilities in the field of general music education that combines the professional and personal qualities of a future music teacher. means a holistic feature that reflects the level of experience. Ways to improve the preparation of a bachelor's music education student at the university for professional practice based on the activity-competency approach: formation of special professional competence by developing the basic abilities of a future music teacher; professional problems in the real situation of musical and

educational pedagogical practice It is defined by goals such as being able to apply knowledge and skills in the process of gaining experience in solving problems

Pedagogical practice is an integral part of the process of forming a future music teacher as a qualified specialist with modern pedagogical technologies and capable of independent creative activity. At the same time, it should be noted that pedagogical practice for a student of music education remains a very difficult stage in the career path due to the wide range of professional competencies and qualities that must be mastered. 6, 242b]

In addition to general cultural-psychological-pedagogical preparation, the student should be able to sing vocal works as a soloist, skillfully play a musical instrument, have the ability to perform conducting, vocal-choir work, etc.: "... "music teacher" profession is a broad profession of music teacher, who must be professionally prepared for each of these multidisciplinary components, like a five-sport athlete"; "Such a set of competencies of a music teacher cannot be formed in any country of the world" [3, 10b].

This complexity is also related to the fact that graduates of various educational institutions: general education school, music schools and boarding schools, pedagogic colleges, music colleges and lyceums are coming to this direction. They not only have different levels of knowledge and skills in musical-theoretical and musical-performing sciences, but also are of different ages (from 16-17 to 20-21 years old), have different motivations and different professional directions. All this requires taking into account the individual capabilities of each student in order to ensure not only the acquisition of relevant competencies, but also their continuous development.

Khakass State University named after N. F. Katanov of Russia, taking into account the requirements of the activity-competency approach, developed a voluminous model of professional-pedagogical practice, which is the basis for undergraduate practice programs. In it, communication with music is the core of all musical and pedagogical activities of a future music teacher as a basis for building a music lesson at school. Updating the content of pedagogical practice based on the

implementation of the activity-component approach is based on the rules developed by B. S. Rachina [4] and adapted to the possibilities and conditions of organizing and conducting practice in general educational institutions of the region. This is:

- relying on general important laws of music art and musical-pedagogical activities in general, additional and professional music education;

- relevance and continuity of the pedagogical practice of future music teachers in various forms based on the implementation of the principles of systematicity and practical orientation;

- variability as the most important principle of organizing the content and forms of pedagogical practice, taking into account individual characteristics and the initial level of students' musical performance, musical theoretical and methodological training;

- orientation to the process of formation of the professional competence of the music teacher based on motivation, which stimulates active creative activity that is born in the created professional educational environment and activates the competence qualities of the future specialist.

The complex nature of pedagogical practice shows that a student performs all the functions and activities of a music teacher during the years of study in the art departments of a pedagogical university: works with documents, conducts experimental classes, all kinds of musical and o conducts educational activities, cultural-educational work, analyzes the lessons of other students and music teachers, carries out educational and research diagnostic activities.[5,181b]

Various internships (educational, pedagogical, pre-diploma and scientific-research, summer camp internships) are planned during the entire period of study. Practices that replace and complement each other are an integral part of the overall educational process aimed at forming a qualified professional teacher. The increasing complexity of practical activities at school provides dynamics for the development of personal and professional qualities of the future music teacher.

Before the internship, students are provided with a work program and a set of methodological materials for it. The program provides a detailed description of professional tasks, content and forms of work, the content and formalization requirements of the report on the results of practice, samples of report documents, all types of activity evaluation criteria. In a word - a collection of all documents that will eventually make up the student's portfolio [5, 180b].

Algorithms for practitioners to organize listening to music, conducting vocal-choir work and other activities of students in the classroom, schemes for the complete analysis of music lessons, analysis reflecting the pedagogical activity of the practitioner-student, individual and classroom staff in general, students' special musical. Various diagnostic programs and methods are offered to study the abilities. Work programs specify the conditions of the selections that complete the practice. Participation in the contests is evaluated by a professional jury and taken into account when providing a comprehensive assessment for practice.

RESULTS AND DISCUSSION

In the process of pedagogical practice, the level of theoretical and practical preparation of the student for independent pedagogical activity, motivation is checked, wide opportunities are created to open, develop and enrich the creative potential of the future specialist. In the process of practice, the student determines how correctly he has chosen the profession, determines the degree of compatibility of this profession with his personal qualities, understands its essence, understands its social importance. We believe to that an important indicator of the future music teacher's level of readiness for independent professional activity at various stages of pedagogical practice is professional skills competitions held within the practice.

Thus, the first pedagogical practice ends with a practical conference at school. Students demonstrate a part of a music lesson, in which they demonstrate their readiness to work with the class choir, the technique of learning a piece independently selected according to the appropriate age. The competition will be held in two stages. The first stage is the selection of stronger participants from among the microgroups of different schools, where students will practice. The

second stage is a competition between the strongest. It will be held in one of the schools and judged by a professional jury.

The next pedagogical practice will be completed in two stages with the competition of professional skills "Lesson that the student is looking forward to". Competitors give full music lessons. At the same time, it is mandatory to include in the lesson one piece chosen independently by the student and performed on a musical instrument, and one choral piece intended for learning with students of the same class. This competition reveals the ability and readiness of students to perform all types of music and performing activities, to connect and subordinate them to the subject of the lesson specified in the music program of a particular class.

Diploma practice ends with the selection of students' scientific works. The competition is held at the end of the internship at the university, during which students collect the necessary diagnostic material for the final qualification work. This test reveals the level of students' readiness to connect diagnostic materials with the topic of the dissertation, process them, draw conclusions and plan activities.

Competitions are held in public, with the participation of junior students, which is an important motivational factor for them. They see the best student achievements as judged by judges. The winners of the competition will be awarded with diplomas of professional skills.

At the final conference on pedagogical practice, students present a written report and make an oral defense. Then, the head of practice from the graduate department of the intern reviews the implementation of all types of planned activities and gives a general assessment to each student, taking into account the points for all types of activities. Student inquiry will be done at the final conferences. A detailed analysis of student questionnaires helps to identify the main problems that arise in the process of professional training of music teachers.

CONCLUSION

The results of pedagogical practice are discussed professionally by the teachers of special subjects at the meetings of the graduate department, tasks are set and measures are planned to eliminate and prevent possible difficulties for students. In musical-pedagogical classes, students develop music lessons for student audiences based on an analysis of their difficulties. The professional-educational environment organized in this way encourages the connection between musical-educational training of the university and pedagogical practice at school and serves to form the professional competence of the future music teacher.

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