

# THEORETICAL AND PEDAGOGICAL BASIS OF DEVELOPING PROFESSIONAL COMPETENCE OF TEACHERS OF MUSIC CULTURE

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**Annotation:** In my article basically music culture of the teachers professional competence development theoretical-pedagogical basics scientific in terms of analysis The research used the terms “competence” and “professional "competence" concepts content, historical formation stages and pedagogical education in the system place illuminated. Also, music teacher's professional competence organization provider psychological, methodological, performance, communicative and reflexive components modern pedagogical approaches based on open given. In the article national and foreign experiments comparative analysis music in education digital pedagogy, creativity, innovation technologies and national music of the inheritance importance based on Also, the status art, folk songs and national the instruments teaching through future music teacher's methodical thinking and creative approach develop issues illuminated. Research as a result music culture teacher's professional competence integrative and many functional pedagogical system that conclusion made.

**Keywords:** professional competence, competence, music education, music culture teacher, methodologist competence, reflexive approach, creativity, digital pedagogy, pedagogical skill, national music legacy, status art, communicative competence, integrative approach, performance skills, pedagogical functions.

## ТЕОРЕТИЧЕСКИЕ И ПЕДАГОГИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ ПРЕПОДАВАТЕЛЕЙ МУЗЫКАЛЬНОЙ КУЛЬТУРЫ

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**Аннотация:** В моей статье в основном рассматриваются теоретические и педагогические основы развития профессиональной компетентности учителей музыки. В исследовании использованы понятия «компетенция» и «профессиональная компетентность», освещены исторические этапы формирования и место педагогического образования в системе. Также рассмотрены психологические, методологические, исполнительские, коммуникативные и рефлексивные компоненты организации профессиональной компетентности учителя музыки, основанные на современных педагогических подходах. В статье представлен сравнительный анализ национальных и зарубежных экспериментов в области музыки в образовании, цифровой педагогики, креативности, инновационных технологий и важности национальной музыки как наследия. Также освещены вопросы преподавания современного искусства, народных песен и национальных инструментов в контексте развития методического мышления и творческого подхода будущих учителей музыки. В результате исследования сделан вывод о многофункциональной системе интегративной профессиональной компетентности учителя музыки.

**Ключевые слова:** профессиональная компетентность, компетентность, музыкальное образование, учитель музыкальной культуры, методологическая компетентность, рефлексивный подход, креативность, цифровая педагогика, педагогические навыки, национальное музыкальное наследие, современное искусство. Коммуникативная компетентность, интегративный подход, исполнительские навыки, педагогические функции.

Pedagogical "vocational" in education the concept of "competence" content and to oneself typical features

Historically, the following stages are distinguished in relation to the introduction of the concept of competence in the education system and the acceptance of its importance: In the first stage (1960-1970s) - the concepts of "competence" and "competence" entered scientific circles and circulation, and the rules of their application and features of application were determined. The first The term "competence" was coined in 1965. Massachusetts university teacher N. Chomsky by This word is used semantic border today's on the day very wide actually this The word "agreement", "agreement", "anything" one to something suitable to come, to fit "to be" meanings means.

Competence is a person's expert as to the goal directed and his/her opportunities full manifestation enough Human actions, activities. to know activity the results systematization, its concept and ideas in appearance there is was from knowledge different as, competence only in practice is determined. In general in short, competence there is knowledge, skill and skills in practice is to apply, is missing knowledge provision ability, own opportunities manifestation to grow with characterized necessary knowledge, skills, abilities is a derivative of. Therefore for from knowledge different as, competencies practical task done increase to the possibilities right is coming.

Universal and professional competencies exists. Universal competencies include instrumental, interpersonal, and systemic competencies Instrumental competencies own including: a) cognitive ability, that is, different in the field main knowledge, idea and comments understanding and application ability; b) methodical ability, that is surroundings the world understanding and management, time organization, education strategy forward push, issues acceptance to do and solution to do, main general scientific methods to know and them application, organization and planning ability, information management skills; c) technical ability, that is the technique application with related was knowledge, computer skills and information management ability; d) linguistic skill, communicative competence, mother in the language literate verbal and writing communications own to the content cover Interpersonal competence - relationships installation ability, critical thinking and self criticism to do ability, social mutual relationship and cooperation processes with related social skills, other industry specialists with communication to do, social and moral obligations performance, diversity and intercultural the differences acceptance to do, international in the environment work ability enters.

Systematic competence – integrity parts each other with how connection understanding and in the system structural each of its parts replace, system improvement and new systems build for changes planning ability to understand opportunity giving understanding, attitude and of knowledge is the sum of. To them knowledge in practice application, research ability, new to the conditions adaptability ability, new ideas creative ability, independent work ability, projects working release and management, quality about worries Professional competence — known one the work to perform for necessary was to the person aimed at standardized are requirements.

To competence based person management approach founder as David McClelland ( David McClelland ) name record to grow necessary. Scientist working release process characteristics psychological aspects learned to be, to work in the

release expert motivation working release process and goals with integral combine theory founder as The scientist is known. to the mind according to, exactly economic sharp development and growth frame compensation issue in charge is, is something one economic idea own from himself effective become there is no more, but this is it the idea effective doer personnel and they competence there is to be necessary, personnel competence right and to the goal appropriate shape received only companies effective It will be. That's why for research activity of the results to practice implementation with integral combined innovative education, interdisciplinary education, business management education and like etc. requirements first to the seat comes out.

Uzbek pedagogical scientific "vocational" school "competence" issue to the person directed education, creative thinking, national values and practical activity harmony based on interpretation In particular, Abdulla Avloni education "wducation" with wake up as "enlightenment" interpretation so, teacher personal example, moral maturity and professional skill in unity manifestation to be emphasizes <sup>1</sup>.

Modern in the interpretation Uzbek scientists professional competence theoretical knowledge practical in the situation hand to receive, pedagogical thought and reflection, communicative culture and methodical creativity with They connect. In this regard pedagogical skill the issue deep illuminated from scientists one — Nizami Ziyomukhammadov is considered <sup>2</sup>.

This point of view from a professional perspective competence following to the features has:

1. Integrativeness – knowledge, skills, competence and personal adjectives unity.

2. Practical Orientation – a real lesson in the process manifestation to be

3. Reflexivity – self activity analysis do to take.

4. Creativity – pedagogical in situations new solution find.

5. Stable development – continuous own on work

Competence ( lat. *competo* - I am able, worthy, worthy ) - either this in the field knowledge, experience. Teachers personal social to the qualities since forever attention looking at arrived and each time at the request of come to the teacher to be placed requirements becoming more sophisticated, more complex went on and on.

Zoroaster in the doctrine, "the teacher is the priest" duties to children knowledge goodness on the way teach them good with bad separating as upbringing and right on the road guidance " It is said that it is a " thing ". In his

<sup>1</sup>Abdullah Avloni . Turki flower garden or Ethics . — Tashkent: Teacher , 1992. — Page 45.

<sup>2</sup> Nizami Ziyomukhammadov . Pedagogical skill Fundamentals . — Tashkent: Teacher , 2009. — pp. 18–22.

"yasth" intelligent insight with, to evil against the fight done increase, children to the soul true word, pure faith, honesty intention absorbent teachers leader praise will be done.

Also in the "Yashts" of the "Avesta" laziness, indifference, irresponsibility, indifference, lack of insight, lack of education, knowledge and qualification not improving as a result children their minds, their independent his/her thinking impermeable, the same while, young people "Rusty" the mind, life, work their relationship weakening, faith-belief weaken, traditional in terms of "Poor" teachers are "hard" is condemned.

Zoroaster supreme God Ahuramazda with good at communication too and bad teachers about so It is said: "Nashud, bad" teacher student from the heart handicraft loser that's it, hey good, bad from the teacher yourself "A century."

To students knowledge to give teacher's responsible Ibn Sina, the teacher, said that it is his duty personality how to be need about following thoughts stated:

- children with in circulation calm, serious to be;
- given knowledge students how by mastering to the one who is taking attention to give;
- in education various method and from forms use;
- the student memory, knowledge possession ability, personal features to know;
- science curious to take;
- given of knowledge the most important separate education;
- knowledge students age, mental to the level suitable accordingly to give;
- each of the word children feeling wake up at the level to be achieve necessary.

Muhammad Tarag'ay Mirza Ulugbek during science, literature and art, enlightenment intense progressive Also, the teaching class systems, children age according to stratified education, training of work clear one the deadline by designating to put such as ideas previously pushed and known at the level done increased. With this together Grand Duke teacher and of the wise men human to the qualities knowledge and to the skill big importance gave. Their material needs state from the supply satisfaction on the road put, most skillful teachers respected. The same At that time, he was a teacher. lesson from giving outside scientific in research participation demanded that they be

Like this thoughts West educators also said They left. In particular, Disterverg: " Good teacher his/her own upbringing from the principles no when will not return. Teacher own on always independent performance necessary, bad

teacher the truth saying sheep it will stay, okay teacher and to children the truth to find " teaches."

The teacher's professional competence types of the following consists of:

1. Professional.
2. Personal.
3. Universal.
4. Mineral.
5. Special.

Today on the day music culture teacher 's professional competence not only traditional performance and methodical skill with, maybe digital pedagogy, creative and educational design, reflexive activity, intercultural approach and national inheritance innovative in the interpretation teaching such as new requirements with is getting richer. Modern in research music teacher 's competence many dimensional integrative system as is considered.

1. Integrative-artistic competence

Music teacher music theory, history, performance and pedagogy in a single system hand to receive In this approach lesson only knowledge to give not, maybe artistic thinking, aesthetics perception and creative expression develop to the tool becomes. Modern music in pedagogy this " artistic-pedagogical " status " integration " is being carried out.

2. Digital-cultural competence

Last in years music to education:

audio and video analysis programs,  
notation tools ( like MuseScore, Sibelius ),  
QR code audio guides,  
online ensemble and choir training

enter arrival from the teacher digital didactics demands to know. Now music teacher not only performer and Methodist, but also media- education organizer maybe.

3. Reflexive-pedagogical competence

Modern in research teacher's own lesson analysis do to take, mistakes determination, methodology improvement important criterion as This is reflexive. approach music in their classes especially important because result often student's emotional and creative in its changes manifestation will be.

4. National to inheritance relied on innovative competence

Status, people songs, national the instruments modern pedagogical technologies based on teaching — today music education priority from directions

one. In this regard Jonah Rajabi's scientific inheritance, statuses systematization experience still methodical basis to be service does.

#### 5. Communicative-creative competence

Music lesson more communication, together performance, listening, analysis to do based on It's going to happen. That's why for at the teacher stage culture, speech fluency, conducting gestures, team manage to take ability developed is required to be.

Modern music teacher's professional competence following new components with described:

performance + methodology + psychology + digital pedagogy + reflection + national heritage + creative communication

This approach music education traditional from class creative laboratory to the level take comes out.

Music culture teacher's professional competence often structural through parts ( psychological, methodological, performance ) is illuminated. However modern pedagogical in research this to the point functional approach is also being used. That is, the teacher 's lesson in the process doer main pedagogical functions through competence level is evaluated <sup>3</sup>.

In this music teacher following functions does:

educational ( musical) knowledge to give ),

educational ( aesthetic) and spiritual education ),

developing ( musical) ability cultivation ),

motivational ( interest) wake up ),

communicative ( team) with work ),

creative and organizational ( ensemble, choir, stage) activity ).

Exactly this functions good quality complete to take teacher 's professional competence defines <sup>4</sup>.

Music lesson to oneself originality the thing is, in this knowledge to give process more to listen, to feel and execution to grow through done increases. Therefore for music teacher's competence "activity" through to the principle of "teaching" relies on <sup>5</sup>.

From this besides, music teacher in class one of time in itself pedagogue, performer, conductor, organizer and educator roles This is a lot. role-playing professional competence complexity shows <sup>6</sup>.

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<sup>3</sup>B. Adizov . Pedagogical competence Theory . — Tashkent: Fan, 2020. — pp. 21–27.

<sup>4</sup>Sh. Sharipov . Education quality and pedagogical competence . — Tashkent: University , 2019. — pp. 38–42.

<sup>5</sup>R. Ishmuhamedov . Innovative pedagogical technologies . — Tashkent: Iste'dod , 2014. — pp. 66–70.

<sup>6</sup>N. Muslimov . Professional education Pedagogy . — Tashkent: Economics-Finance , 2013. — pp. 84–90.

National music samples lesson to the process take entrance, status and people songs based on musical literacy increase and from the teacher not only methodical, maybe deep musical It also requires knowledge. In this regard Jonah Rajabi by statuses systematization works important methodical basis to be service does <sup>7</sup>.

So music teacher 's professional competence his/her pedagogical functions effective to perform in ability manifestation will be.

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<sup>7</sup> Jonah Rajabiy . Uzbek maqams . — Tashkent: G' afur Slave named after publishing house , 1978. — pp. 16–21.