

THE PROBLEMS OF FORMATION OF STUDENTS' PERFORMANCE SKILLS THROUGH APPLIED SCIENCES

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ABSTRACT

The article describes the problems and reports about the problems of formation of professional skills in students through applied sciences.

Keywords: Learning, cluster, education, learning skills, educational effectiveness, quality education.

INTRODUCTION

The author of innovative reforms in the field of education, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev stated: "Our state and society have all the strength to bring up the young generation as harmonious, spiritually and physically healthy, highly qualified professionals.

Our main goal is to develop our young generation as independent thinkers with high intellectual and spiritual potential and happy people, who do not lag behind their peers in any field and mobilize their capabilities"

One of the main problems in the educational process is the upbringing of the younger generation, their education at the level of modern requirements, personal development, learning the secrets of pedagogy and preparing them for everyday life.

Improving the activities of music education in higher education today requires us to clearly state the state of professional training of future music teachers as an important stage of continuing education. Some shortcomings can be observed in the process of training personnel in the field of music education in higher education institutions.

The level of musical-theoretical training of future music teachers, the disproportion of music teachers to the requirements of the development of music culture in modern schools; inadequate scientific and methodological support for modeling the pedagogical tasks of modern music teachers and improving their musical and theoretical training, insufficient provision of methodological literature on their work, organizational and methodological analysis, generalization, dissemination of experience in the application of advanced, innovative technologies insufficient work has been done, the issues of future music teachers' ability to solve pedagogical problems have not been sufficiently studied.

If we analyze the process of music education in higher education, the difficulties of students in analyzing the performance and musical works, the inability to directly apply their knowledge in practice, the lack of innovative teaching materials in the lessons of "Music Culture" provide sufficient theoretical knowledge and practical skills. it can be seen that they are not assimilated.

In addition, one of the main problems in the training of future music teachers is their lack of knowledge in the field of scientific knowledge, the organization of school activities and the enrichment of their content.

It is known that students in the disciplines of "Conducting", "Choir and the art of choir", "Musical rhythmic movements", "Maqom art", "Vocal and modern music", "Piano and additional instruments", "Instrumental performance ensemble", "Traditional singing" they acquire practical knowledge at the same time as knowledge.

At the same time, this knowledge ensures that future teachers of music culture in the course of lessons "Music Culture" provide students with musical materials not only in content, but also in a fully systematized form, both theoretically and methodologically.

However, not all students in today's music education direction have a musical background.

Moreover, students who are not able to perform on musical instruments (such as piano, rubab, dutar) make up the majority in the field of music. Students do not have enough theoretical and practical knowledge of music theory, harmony, solfeggio.

Although the classes are conducted by qualified professors, the students' knowledge is insufficient.

The solutions to the problems in this training and practice process are as follows.

In order to improve the level of musical-theoretical training of future music teachers, classes in general and specialty subjects should be no less than 4-5 days a week are forced),

Due to the lack of hours for theoretical and practical general subjects, students are not able to apply in practice the knowledge acquired in the analysis of performance and musical works.

Students were involved in pedagogical practice for three months in the fourth year only for four years. For the professional training of future music teachers, students must participate in an internship two days a week from the first year.

- Insufficient acquisition of theoretical knowledge and practical skills in the application of new innovative technologies, as well as the need to work on innovative teaching methods in the lessons of "Music Culture".

Taking everything into consideration, we can conclude that it is necessary to present a new generation of literature, foreign experience. Only through this practical work can we achieve the training of future music teachers in a continuous education.

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