

INCREASING THE COMPETENCE OF FUTURE VOCAL TEACHERS

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ABSTRACT

The purpose of the teaching technology, the content of professional competencies of the future vocal teacher are widely covered in the article. The readiness of the future vocal teacher to carry out pedagogical activities is related to his knowledge, skills and qualifications, and through the acquired professional competences, he ensures the solution of pedagogical problems that arise in the educational process.

Keywords: professional competence, pedagogical skill, musical skills, modular teaching technology, professional competence of a vocal teacher.

INTRODUCTION

In the conditions of fundamental changes taking place in our society today, serious demands have been placed on the education of the young generation. Changes in the socio-economic and cultural life of the country led to the emergence of new values in education, modern requirements for a competent teacher appeared in society. The school needs teachers with high-level professional knowledge and skills, independent, creative ability, high pedagogical skill and culture, spiritual wealth. This means not only the need to significantly update the content of educational and professional programs, but also the need to effectively organize the training process of the future teacher.¹

It is necessary to actively develop the theoretical and methodological foundations of the general pedagogical education system of future vocal teachers at the Higher Education Institution, consider the functions and principles of building this system, its content, methods and means of improvement.² The problem of developing the spirituality and culture of society remains urgent. More attention should be paid to the development of vocal students' sense of beauty, the formation of their healthy artistic quality, and the ability to properly understand and appreciate works of art. Vocal lessons are an important component of a student's spiritual and moral education. These lessons have important psychological and pedagogical potential, enrich the emotional sphere, form aesthetic qualities, needs, and interests.

METHODOLOGY

The need to improve the professional competence of future vocal teachers in higher education is determined by a number of social, economic, psychological and pedagogical factors. It should be noted that the whole set of components of the future pedagogical activity of the future vocal teacher, which is the integration of musical art and pedagogy in the formation of the

¹ “Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида”ги ПҚ-2909-сон «Халқ сўзи» газетасининг 2017 йил 21 апрелдаги 79 (6773) -сони.

² Ш. Оманкулова (2020). Бўлажак мусиқа таълими ўқитувчиларини модулли ўқитиш технологиялари асосида касбий компетентлигини такомиллаштириш. *Oriental Art and Culture*, (III), 61-65.

professional competence of future vocal teachers, has not yet been fully reflected.³ Due to this, the vocal teacher training system in higher education includes a very complex number of components (musical pedagogy, practical and theoretical, methodological, conductor, vocal-choir, instrumental education). At the same time, the modern level of pedagogical science.

An integrated approach is necessary to study specific aspects of the professional training process of a future vocal teacher. The content and technology of improving the professional competences of the future vocal teacher are mainly determined by specific conditions, educational ideology, and priority social values. The same can be said about professional training: changes in it are related to the development of society, the conditions under which the educational system is developing. There are many professions on earth. Among them, the teaching profession is not a typical profession. Because they work with "living material" and prepare our future. Real teachers are constantly busy not only with the transfer of existing experience, accumulated knowledge, but also with the development of students' creative potential, their abilities and the ability to overcome popular, traditional boundaries.

DISCUSSION AND RESOLUTION

The value characteristics of pedagogical activity mainly depend on its humanitarian essence, it is the carrier of spiritual and moral values in the social consciousness of the teacher, and it is treated as the same standard in relation to his personality. The work of a teacher, as E.P. Belozertsev noted, is a psychologically complex job that requires the pedagogue to have certain qualities. These qualities, corresponding to the nature of professional pedagogical activity, are combined in a complex structural unity that represents the integral personality of the teacher. It can be said with confidence that the profession of a vocal singing teacher is one of the most complex and wonderful professions.⁴ The important task of the profession of a music teacher is that he is engaged in conveying the spiritual experience of the ancestors gathered in the art of music and, on this basis, helping to develop the positive characteristics of the student's personality.

Key competencies of the future music education teacher.

What a future music education teacher should be:

- learning together with students by independently filling "educational gaps";
- planning and organization of practical executive and independent activities of students;
- organizing various events with students and encouraging those who participated in the event;
- from various forms of activity organization, including "evaluation" of the educational process by involving students in various jobs and activities, taking into account their inclinations, characteristics and interests.
- conducting lessons in dialogue and discussion mode, creating an environment where students want to express their opinions and practical performance on the discussed topic, questioning and criticizing their musical performances not only with each other, but also with the teacher;
- to acquire performance skills and apply them in the educational process;

³ Муслимов Н.А. Касб таълими ўқитувчисини касбий шакллантиришнинг назарий-методик асослари: Пед. фан. док. ... дис.- Т.: 2007. –Б. 315.

⁴ Р.Г.Сафарованинг умумий тахрири остида. Узлуксиз таълим тизимида модулли ўқитиш технологияларини қўллаш истиқболлари: муаммо ва ечимлар. Мавзусидаги халқаро илмий-амалий конференция материаллари: – Тошкент, 2018. – 105 б.

Training of a future vocal teacher with professional competencies is aimed at forming a person who can adapt to the social-political, economic, information-communication space.

In order to achieve a good development of students' creative thinking and their musical abilities, "conceptual thinking skills" should be most prominent in the pedagogical activities of the music teacher.

The professional competence of a music teacher is considered an integrated quality of a person whose activity is described as a complex that combines various components aimed at improving professional culture and pedagogical skills.

A future vocal teacher should embody several competencies:

1. A vocal teacher should be distinguished by his culture;
2. It should be distinguished by high artistic quality of creative activity;
3. A teacher must have a very broad musical outlook;
4. A vocal teacher should be a multilingual musicologist;
5. A vocal teacher should be a psychologist;
6. Must be able to organize the pedagogical process based on the requirements of the time;
7. Must possess musical knowledge, skills and abilities;
8. The vocal teacher must be able to perform the works in the performance repertoire given to the student with high skill.

CONCLUSION

Uzbek music has made great progress. He progressed without giving up on some of the shortcomings and difficulties encountered in the development stages. Enrichment of Uzbek music art with new themes, ideas, and images required the creation of new musical instruments. These requirements were not immediately found. The search for such musical instruments, which are inextricably linked with the national music of the Uzbek people, which can meet the requirements of the content and essence of the new works, has borne fruit from the very first qualifications. In short, the activity of pedagogical creativity is very comprehensive, it should be able to use various forms and methods of education in the educational process with the maximum organization of the teacher in the approach to the student, and to have the ability to solve various pedagogical problems in constantly changing conditions. The creative nature of the art of music creates great opportunities for the manifestation of the vocal teacher's creativity: performance, interpretation of musical works, pedagogical improvisation, etc.

A wide range of professional activities of a future vocal teacher requires appropriate preparation, formation of multifaceted professional (musical and pedagogical) knowledge and skills.

The readiness of the future vocal teacher to carry out music-pedagogical activity may be related to his competence, through which he can solve the problems of music and aesthetic education.

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