

DIDACTIC MODEL OF DEVELOPING THE PROFESSIONAL COMPETENCE OF MUSIC CULTURE TEACHERS BASED ON METHODOLOGICAL SCIENCES

Namozova D. T.

Doctor of Philosophy (PhD) in Pedagogical Sciences, Associate Professor
Fergana State University

Abduraimova Barchinoy Demir qizi

2nd-Year Master's Student, Music Education Program Fergana State University,
Faculty of Pedagogy-Psychology and Art Studies,

ABSTRACT

This article primarily explores the issue of developing the professional competence of music culture teachers based on methodological sciences. The study analyzes modern pedagogical approaches, competency-based education requirements, and the role of methodological sciences in the professional activities of teachers from a theoretical and scientific perspective. Furthermore, a didactic model aimed at developing the professional competence of music culture teachers was developed, and its structural components were substantiated. The article also outlines the mechanisms for developing professional knowledge, skills, and competencies through methodological sciences and discusses ways to enhance the effectiveness of education. The results of the research are of significant importance in improving the quality of teacher training in the music education system.

Keywords: Music culture, professional competence, methodological sciences, didactic model, pedagogical competence, educational effectiveness, teacher qualifications.

INTRODUCTION

Today, in the process of modernizing the education system, the development of professional competence among pedagogical staff is recognized as one of the key priorities. Especially in general education schools, the professional preparedness, methodological literacy, and creative approach of teachers in teaching music culture are essential factors determining the quality and effectiveness of education. Therefore, the issue of developing the professional competence of music culture teachers based on methodological sciences has become a relevant direction in contemporary pedagogical research¹.

The introduction of a competency-based approach in the education system sets new demands on the content and structure of pedagogical activity. According to this approach, a teacher is not just a knowledge provider but also a guide who directs students to independent thinking, creative activity, and applying knowledge in real-life situations². In this process, forming the professional competence of music culture teachers requires a comprehensive approach.

The unique characteristic of music culture education lies in its role in developing students' aesthetic taste, musical thinking, and creative abilities. To effectively fulfill these tasks, the teacher must not only have music-theoretical knowledge but also a deep understanding of

1. ¹Zimnyaya I.A. Pedagogicheskaya kompetentnost. – M.: Logos, 2004.

2. ²Хуторской А.В. Компетентностный подход в образовании. – М.: Эйдос, 2003.

modern pedagogical and methodological approaches³. From this perspective, methodological sciences play a crucial role in developing the professional competence of music culture teachers.

Scientific literature emphasizes that methodological sciences help teachers organize the lesson process correctly, choose teaching methods and tools, consider students' age and individual characteristics, and apply innovative technologies in teaching⁴. However, practice shows that the methodological preparedness of music culture teachers does not always fully meet modern requirements, leading to a decrease in educational effectiveness.

Although the development of teachers' professional competence has been discussed in various subjects, there is a lack of research focused specifically on the development of the professional competence of music culture teachers based on methodological sciences. Additionally, the issue of systematically organizing this process based on a didactic model has not been sufficiently explored⁵. Therefore, developing and scientifically substantiating a didactic model aimed at enhancing the professional competence of music culture teachers is a pressing pedagogical issue. This study aims to improve the process of developing the professional competence of music culture teachers based on methodological sciences, focusing on the content, structure, and mechanisms of a didactic model. The results of the research will contribute to improving the quality of teacher training in the music education system and provide significant scientific conclusions for practice.

LITERATURE REVIEW AND METHODOLOGY

The issue of developing the professional competence of music culture teachers is one of the pressing scientific problems in modern pedagogical science. The introduction of a competency-based approach in the educational process requires enhancing teachers' professional preparedness with new content. In scientific sources, the concept of competence is interpreted as the readiness of a teacher to carry out their professional activities effectively, combining knowledge, skills, qualifications, and personal qualities⁶.

Pedagogical research emphasizes that methodological preparation plays a crucial role in forming a teacher's professional competence. Methodological sciences allow the teacher to plan the educational process based on scientific principles, select the appropriate teaching methods and tools, and apply innovative approaches in the teaching process⁷. In this regard, methodological sciences are recognized as one of the main mechanisms for developing a teacher's professional competence.

In the field of music education, scientific studies evaluate the professional activity of music culture teachers as a multifaceted process. Researchers emphasize that the professional competence of music teachers includes not only musical-theoretical knowledge and performance skills but also pedagogical and methodological preparation, along with aesthetic and communicative competencies⁸. This increases the role of methodological sciences in the music education process.

In

3. ³ Абдуллин Э.Б. Теория и практика музыкального образования. – М.: Академия, 2010.

4. ⁴ Markova A.K. Psixologiya professionalizma uchitelya. – М.: Prosveshcheniye, 1996.

5. ⁵ Беспалько В.П. Слагаемые педагогической технологии. – М.: Педагогика, 1989.

⁶ Zimnyaya I.A. Pedagogicheskaya kompetentnost. – М.: Logos, 2004.

⁷ Markova A.K. Psixologiya professionalizma uchitelya. – М.: Prosveshcheniye, 1996.

1. ⁸ Абдуллин Э.Б. Теория и практика музыкального образования. – М.: Академия, 2010.

the literature, the concept of a didactic model is explained as a tool for organizing the educational process systematically and purposefully. A didactic model expresses the main components of the pedagogical process — goals, content, methods, forms, and results — in an interconnected manner⁹. Although some studies propose didactic models aimed at developing teachers' professional competence, there is insufficient exploration of models based on methodological sciences, considering the specific characteristics of music culture teachers' activities.

Therefore, this research highlights the necessity of scientifically substantiating a didactic model aimed at developing the professional competence of music culture teachers based on methodological sciences. The analysis of literature indicates that systematizing existing scientific concepts and aligning them with music education practices defines the relevance of this research.

This research is methodologically based on a competency-based, systematic, and learner-centered approach. The competency-based approach implies that the professional competence of music culture teachers is evaluated not only through knowledge but also through their ability to perform professional tasks effectively¹⁰. The systematic approach ensures the development of all components of professional competence in an interconnected way.

During the research, theoretical and empirical research methods were used. Theoretical methods such as analysis, comparison, generalization, and systematization of scientific-pedagogical literature were applied. These methods helped explore scientific concepts related to the development of professional competence of music culture teachers and clarified the role of methodological sciences in the pedagogical process.

Within the framework of empirical research, pedagogical observation, interviews, surveys, and experimental work were conducted. Pedagogical observation analyzed the methodological preparedness of music culture teachers, the degree of lesson organization, and their activity in the teaching process. Surveys and interviews helped identify teachers' attitudes toward methodological sciences and their professional development needs¹¹.

Experimental work focused on determining the effectiveness of the didactic model developed based on methodological sciences. The analysis of experimental results revealed positive changes in the professional competence of music culture teachers. The methodology of the research allowed for drawing scientific conclusions that contribute to improving the quality of teacher training in the music education system.

DISCUSSION AND RESULTS

Within the framework of this research, the effectiveness of the didactic model aimed at developing the professional competence of music culture teachers based on methodological sciences was analyzed. During the discussion of the research results, the impact of methodological sciences on teachers' professional preparedness, the development dynamics of competence components, and the changes in the educational process were evaluated scientifically.

2. ⁹ Беспалько В.П. Слагаемые педагогической технологии. — М.: Педагогика, 1989.

3. ¹⁰ Хугорской А.В. Компетентностный подход в образовании. — М.: Эйдос, 2003.

¹¹ Сластишин В.А. Pedagogika. — М.: Akademiya, 2011.

The experimental work showed that the approach based on methodological sciences has a positive impact on the professional activities of music culture teachers. Specifically, the skills of teachers in planning lessons, selecting teaching methods and tools, and pedagogically interpreting musical materials significantly improved. This confirms that an educational process organized based on a competency-based approach is a key factor in teachers' professional preparedness¹².

The study revealed that methodological sciences are not only a source of theoretical knowledge but also an important tool for guiding practical activities in the development of professional competence of music culture teachers. Teachers in the experimental group demonstrated the ability to critically approach their activities, analyze and improve the lesson process through methodological sciences. This indicates an increase in the level of pedagogical reflection¹³.

During the discussion, special attention was paid to the components of the didactic model. The goal component of the model was specifically aimed at developing the professional competence of music culture teachers, while the content component ensured the interconnectedness of methodological sciences. The activity component increased teachers' activity in practical exercises, creative assignments, and solving pedagogical situations¹⁴. The result component enabled the identification of changes in teachers' professional competence.

The experimental results showed that the didactic model developed based on methodological sciences is more effective than traditional approaches in developing the professional competence of music culture teachers. In particular, the level of methodological, communicative, and creative competencies of teachers in the experimental group significantly increased. This supports the idea, previously suggested in scientific literature, that methodological preparation plays a leading role in the professional competence of teachers¹⁵. Further analysis of the results revealed that the development of professional competence in music culture teachers achieves high effectiveness when organized systematically and continuously. When the content of methodological sciences is taught in close connection with pedagogical practice, teachers begin to effectively use innovative approaches in their professional activities. This contributed to the elevation of the quality of the educational process to a new level¹⁶.

Based on the results of the study, it can be emphasized that the didactic model developed based on methodological sciences has significant importance for pedagogical practice in developing the professional competence of music culture teachers. This model enables the systematic development of teachers' professional knowledge, skills, and competencies, and serves to enhance the effectiveness of music education. The results may serve as a scientific basis for improving the process of teacher training and retraining in the music education system in the future.

¹² Хугорской А.В. Компетентностный подход в образовании. – М.: Эйдос, 2003.

¹³ Markova A.K. Psixologiya professionalizma uchitelya. – M.: Prosveshcheniye, 1996.

¹⁴ Беспалько В.П. Слагаемые педагогической технологии. – М.: Педагогика, 1989.

¹⁵ Zimnyaya I.A. Pedagogicheskaya kompetentnost. – M.: Logos, 2004.

¹⁶ Абдуллин Э.Б. Теория и практика музыкального образования. – М.: Академия, 2010.

CONCLUSION

The results of the research indicate that methodological sciences play a key role in developing the professional competence of music culture teachers. Methodological sciences help teachers organize their pedagogical activities on a scientific basis, select the appropriate teaching methods and tools, and develop competencies for applying innovative approaches in the teaching process¹⁷. In this regard, an educational process organized based on methodological sciences elevates teachers' professional preparedness to a new level in terms of quality.

The didactic model developed during the study was confirmed to be an effective pedagogical tool in developing the professional competence of music culture teachers, based on the results of experimental work. The goal, content, activity, and result components of this model are interconnected, enabling the comprehensive development of teachers' methodological, communicative, and creative competencies¹⁸. This contributed to increasing the effectiveness of the music education process.

Based on the results of the research, it can be concluded that the process of developing the professional competence of music culture teachers can only achieve high results if it is organized systematically, continuously, and based on methodological sciences. The results of this research are of scientific and practical importance for improving the process of teacher training and retraining in the music education system and serve as a solid theoretical basis for future pedagogical research¹⁹.

REFERENCES

1. Zimnyaya I.A. Pedagogicheskaya kompetentnost: teoriya i praktika. – Moskva: Logos, 2004. – 384 b.
2. Xutorskoy A.V. Kompetentnostnyy podxod v obrazovanii. – Moskva: Eydos, 2003. – 256 b.
3. Markova A.K. Psixologiya professionalizma uchitelya. – Moskva: Prosveshcheniye, 1996. – 312 b.
4. Bespalko V.P. Slagayemyye pedagogicheskoy texnologii. – Moskva: Pedagogika, 1989. – 192 b.
5. Slastenin V.A. Pedagogika: uchebnik dlya vuzov. – Moskva: Akademiya, 2011. – 576 b.
6. Abdullin E.B. Teoriya i praktika muzykalnogo obrazovaniya. – Moskva: Akademiya, 2010. – 368 b.
7. Sharipov Sh.S. Pedagogik kompetentlik va kasbiy mahorat asoslari. – Toshkent: Fan va texnologiya, 2018. – 220 b.
8. Yo'ldoshev J.G., Usmonov S.A. Zamonaviy pedagogik texnologiyalar. – Toshkent: O'qituvchi, 2017. – 280 b.
9. Karimova G.K. Musiqa ta'limi metodikasi. – Toshkent: Ilm Ziyo, 2019. – 184 b.
10. Rasulova M.A. Musiqa madaniyati fanini o'qitishning pedagogik asoslari. – Toshkent: Innovatsiya-Ziyo, 2020. – 196 b.

¹⁷ Zimnyaya I.A. Pedagogicheskaya kompetentnost. – M.: Logos, 2004.

¹⁸ Хугорской А.В. Компетентностный подход в образовании. – М.: Эйдос, 2003.

¹⁹ Абдуллин Э.Б. Теория и практика музыкального образования. – М.: Академия, 2010.

11. OECD. *Education 2030: The Future of Education and Skills*. – Paris: OECD Publishing, 2019. – 120 p.
12. UNESCO. *Music Education and Teacher Professional Development*. – Paris: UNESCO, 2018. – 98 p.