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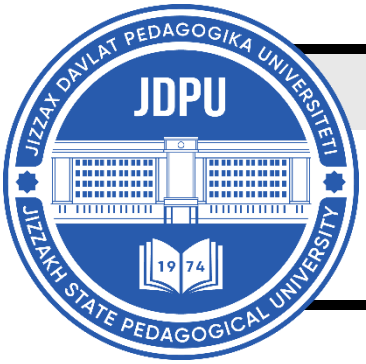

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THE ROLE OF A MODERN PEDAGOGICAL ENVIRONMENT IN DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE MUSIC TEACHERS

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ABOUT ARTICLE

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Abstract: The article extensively covers the role and importance of information and communication technologies in the effective organization of the educational process in the field of music education. These technologies create new opportunities for teaching music and theoretical subjects, helping students to develop modern, interesting and independent learning processes. The article shows the advantages of using technological tools such as multimedia educational resources, audiovisual materials, music editors, distance learning platforms and virtual museums. The article emphasizes the importance of information and communication technologies in training future music teachers, modernizing the educational process for them and organizing more interesting lesson processes. The importance of information technologies in the development of musical creativity, the role of students in strengthening their analytical thinking and creative approaches, was also recognized.

Introduction. Today, in world educational institutions, providing quality education to young people and training qualified personnel for this is one of the main tasks. In particular, currently, scientific research is being conducted on the effectiveness, methods of use and effectiveness of the use of digital and information and communication technologies in each area

of the educational process, and the achieved scientific, practical and theoretical results are being widely used in practice. In a number of developed countries, including the USA, France, Germany, Russia, Japan, we can witness the use of effective methods in the formation of professional competence of future teachers through the use of modern information and communication technologies in the process of teaching students, the development of new approaches and techniques and technologies, and the improvement of educational methodological support for their implementation in practice.

Improving the professional competence of future teachers in pedagogical activities in world educational and research institutions is a global issue of modern pedagogical development. The Action Strategy for the Further Development of the Republic of Uzbekistan sets out priority tasks such as "raising a highly educated and intellectually developed generation, creating a reserve of competent scientific and pedagogical personnel in higher educational institutions." Decrees and resolutions of the President of the Republic of Uzbekistan “On further development of the higher education system”, 2019 No. PF-5847 “On approval of the concept for the development of the higher education system of the Republic of Uzbekistan until 2030” [2], 2020 No. PQ-4699 “On measures for the widespread introduction of the digital economy and e-government”, 2020 No. PQ-4623 “On measures for the further development of the pedagogical education sector”, 2020 No. PF-6079 “On approval of the strategy “Digital Uzbekistan - 2030” and measures for its effective implementation”, 2020 No. PF-6097 “On approval of the concept for the development of science until 2030”, higher education in the Republic of Uzbekistan[1]. It serves to determine the priority areas of systematic reform of education, to raise the process of training highly qualified personnel with modern knowledge and high spiritual and moral qualities, independent thinking to a qualitatively new level, to modernize higher education, to develop the social sphere and economic sectors based on advanced educational technologies, as well as to improve the mechanisms for implementing the tasks set forth in other legal and regulatory documents related to this activity.

In the world, along with all other areas, scientific research is being conducted in the field of music education on the issue of educating young people, improving technologies for developing the professional competence of future music teachers, and organizing education in the field using information and communication technologies. In the current information age, witnessing how rapidly scientific and technological progress is developing at a high level, we are convinced that it is difficult to imagine the activities of all areas, including the music industry, without information technologies. In the educational process, media education,

computers, the Internet, multimedia tools, television, radio and other technical means of communication are showing their effectiveness. E-learning has been raising the quality of all areas of education to a higher level and has served to improve information culture. That is, it has created an opportunity for the teacher to present materials using high-level modern technology, while providing theoretical knowledge during the educational process. For this reason, assessing students' literacy in educational institutions requires future teachers to have high professional competence, as well as the development of modern innovative approaches.

Research is being conducted to improve the professional competence of future music teachers in higher educational institutions of the world, its content, and the methodology for systematically organizing them. Special attention is paid to scientific research aimed at increasing the effectiveness of professional competence development models, organizing them based on innovative methodologies and electronic educational resources, and identifying pedagogical opportunities aimed at organizing a process that further develops the professional competence of future music teachers.

Materials and methods. A number of Uzbek scientists have conducted research on the topics of music education and professional competence, and we found it permissible to cite some of them. In particular: U. Tursunov. "Innovative pedagogical technologies in music education" (2017), I. Sattorov "Formation of professional competence in music education" (2018). B. Akilov "Professional competence of a music teacher and its formation" (2020), B. Jumaniyozov "Effectiveness of interactive methods in music education" (2021). Examples include a number of scientific works by Z. Mamatov "Pedagogical Competencies and Musical Approaches: Theoretical and Practical Issues" (2023), R. Bakhtiyorov "Integration of Information and Communication Technologies in Music Pedagogy" (2019), D. Ibragimov "Development of Students' Creative Approaches in Music Education" (2021), as well as articles by M. Sodikova "The Role of Information and Communication Technologies in Music Education" (2019), Sh. Tokhtarov "The Importance of Personal Competence in the Process of Music Education" (2022), N. Rizayeva "Music Education and Digital Technologies: New Approaches" (2020) [8,11].

These scientific works cover research topics related to innovative pedagogical technologies, integration of information and communication technologies, and the formation of musical competencies, adapted to the modern requirements of music education in Uzbekistan.

A number of scientists from the CIS countries have covered in their scientific activities the pedagogical and technological aspects of music education, as well as the issues of formation and development of professional competences. In particular, approaches aimed at the

introduction of digital technologies into the educational process and the development of students' creative abilities are one of the topical topics. Y.A.Rudik "Pedagogical technologies in music education" (2017), E. P. Ilyin "Psychology of musical activity: pedagogical aspect" (2019), O. E. Lebedev "Modern educational technologies in music pedagogy" (2020), S. N. Nikolaeva, "Theory and practice of forming professional competencies in music education" (2018), I. B. Tarasova "Interactive teaching methods in music education" (2021), I. B. Grinshpun, "Music and pedagogical education in the era of digitalization" (2017), N. V. Kalinina "Formation of interpersonal skills in the process of music education" (2019), L. G. Pavlova "Innovations in music education: new approaches and methods" (2022), A. V. Khutorskoy "Competency-based approach in education: updated challenges and prospects" (2018), V.A. Bolotov "Modernization of music and pedagogical education: theoretical and practical aspects" (2016) [3,12].

Below are the names and brief reviews of scientific works of foreign scientists on music education, professional competencies and innovative pedagogical approaches: Elliott D.J., Silverman M., Bowman W. "Music Matters: A Philosophy of Music Education" (2016) New York This study covers the philosophical foundations of music education and its role in the modern educational process. Jorgensen E.R. "Transforming Music Education" (2017). London: - About innovative methods and global approaches in music education. Burnard P., & Murphy R. "Teaching Music Creatively" (2020) - Creative methodologies in music education to develop students' creativity, Vogt P., Haith M. & Hollenstein L. "The Impact of Digital Technologies on Music Education" (2018) - The importance and new opportunities of digital technologies in music education are analyzed[4]. Allsup R. E., & Westerlund H. "Remixing the Classroom: Toward an Open Philosophy of Music Education" (2018) - Developing interactive and open approaches to music education, Lehmann A.C., Sloboda J.A., & Woody R.H. "Psychology for Musicians: Understanding and Acquiring the Skills" (2016) - Psychological approaches and processes in the formation of musical skills, Green L. "Music, Informal Learning and the School: A New Classroom Pedagogy" (2020) - Informal music learning methods and their integration into the educational process, DeLorenzo L.C. "Giving Voice to Democracy in Music Education: Diversity and Inclusion" (2021) - Diversity and inclusive approaches in music education, Webster P.R. "The Development of Creative Thinking in Music" (2018) - Methods for developing musical creativity and critical thinking in students, Hennessy S. "Technology and Music Education: Bridging Theory and Practice" (2022) - Covers the theoretical and practical aspects of introducing technology into music education.

Result and discussion. Nowadays, information and communication technologies are widely used in music theory using various methods and tools. These technologies play an important role not only in the effective organization of educational processes, but also in introducing students to music and developing their creative potential. Below are examples of information and communication technology tools currently used in music education classes:

Multimedia Learning Resources: video tutorials and presentations: In teaching music theory, presentations, tutorials and video analyses of musical works available on video platforms such as YouTube are widely used. This technology helps students better understand the internal structure of musical works and the specific features of various styles.

Audiovisual materials: In music lessons, audiovisual materials, including video and audio formats, are used to analyze musical works and study their structure. Students gain a deeper understanding of the structure of music by listening to musical works and conducting their theoretical analysis[7, 1090-1092].

Music notation editors: Music notation creation programs such as Sibelius and Finale are widely used in music education. These programs allow students to transcribe musical works, create musical works, and analyze them. The programs effectively help teach the basic principles of music theory.

Interactive Learning Platforms: Online learning platforms such as Google Classroom provide tests, assignments, and video lessons in music education. These platforms introduce students to music theory and help assess their knowledge.

Interactive textbooks: In the process of teaching music-theoretical subjects, teachers use manuals in PDF format to teach students the theoretical foundations of music, principles of composition, rhythm and melody elements, and similar concepts. Through such resources, students can independently study the manuals they are interested in or re-learn topics that are difficult to master.

Information and communication technology tools are widely used in music education and are one of the effective tools for developing students' creative potential and studying the theoretical foundations of music. These technologies, in addition to making the learning process more interesting for music teachers, also encourage students to actively participate in the lesson, and also serve as important tools for transforming theoretical knowledge into practical skills.

The learning process consists of the interaction of the teacher, the learner and the teaching aids, and the capabilities of modern information technologies allow teaching aids to transfer some of the tasks of the teacher and the learner. Also, the convenience of lessons using

information and communication technologies is that they allow for continuous monitoring, control, and, if necessary, corrections to be made. Through the use of information and communication technologies in education, methods of teaching and learning associated with speech, words, sound are relegated to the background, and methods of teaching related to images, shapes, colors, and visual representations are beginning to take precedence. That is why in lessons based on information technologies, interest, self-control, and the desire to master new knowledge are maintained until the end of the lesson. When using information technologies, the concentration and presentation of information, that is, the availability of various presentation options, the use of animations, and the presentation of information appropriate to the age and physiological characteristics of learners, create internal driving forces in students to acquire knowledge.

New opportunities for the formation of professional competencies of music teachers are understood mainly as the development of modern educational technologies, pedagogical approaches and methods, and ways to improve the professional skills of music teachers through their application in the educational process. This process includes the following aspects:

- the use of information and communication technologies, virtual programs in music education, the use of music programs (for example, Sibelius, Finale), online platforms and electronic resources, the creation of interactive educational materials and their use in lessons, and the introduction of digital technologies in the study of musical performance and theoretical knowledge;

- innovative pedagogical approaches include active teaching methods, such as: project-based learning, problem-based learning and a creative approach, as well as a competency-based education model, the harmonious development of knowledge, skills and practical skills, interactive teaching methods (discussion, role-playing games, group work, etc.);

- the development of music pedagogy and creativity. It consists in organizing courses to increase the creative potential of music teachers, updating musical techniques and performance styles, and developing new methods for teaching local and world musical heritage;

- introduction of new assessment systems. Application of modern approaches to assessing the student's creative achievements and theoretical knowledge. Assessment of competence using the portfolio method, reflexive and diagnostic tests;

These opportunities allow music teachers to adapt to modern educational needs, establish effective communication with students and teach them musical culture more deeply.

Adapting the educational process, taking into account the personal characteristics, needs, interests, abilities and level of knowledge of each student, can be expressed through the concept of an individual approach of a music teacher. This approach is aimed at developing the student's musical abilities, contributing to his creativity and personal growth. Below are the main aspects of this approach:

- individualized methods and tools, including: selecting musical works and exercises that are suitable for the student, starting with simpler exercises for students who are technically weak, and then making them more complex, giving tasks that suit the student's interests to motivate the student (for example, playing or arranging his favorite song).

- supporting the student's independent work is also one of the individual approaches. For example: giving independent creative projects and assignments, creating musical works or providing the opportunity to study the music he likes, etc.

The development of the information culture of a future music teacher is carried out in several ways: studying information technologies, special programs (for example, Sibelius, Finale, GarageBand, Audacity), virtual tools (online platforms and virtual music laboratories), multimedia tools (techniques for creating audio and video materials and using them in the lesson) [6, 99-105].

Future music teachers should develop the skills of searching and analyzing information. This will help them in performing tasks such as teaching them how to correctly and quickly search for information on the Internet, assessing the reliability of information and correctly using sources, and finding the necessary musical, scientific and educational information for creative projects.

The main goal of communication and cooperation is to create a mutually trusting, sincere and creative environment between teachers and students in the process of musical education.

The main basis for improving the professional competence of a future music teacher is the following qualitative indicators: pedagogical knowledge, professional training, excellent knowledge of the normative legal acts of higher education, the formation of the ability to apply them in practice with an understanding of their essence, the ability to fully and effectively use innovative educational technologies, as well as electronic educational resources, information and communication technologies.

The training of high-quality personnel in the education system and the formation of professional competence in them is put forward as one of the important issues. The concept of competence is an integral part of the educational process, which includes not only theoretical knowledge, but also practical skills, the ability to adapt to changing conditions and effectively

operate. The competence of teachers requires such qualities as updating their own knowledge, using technologies, improving teaching methods, and understanding social responsibility[14].

Along with the widespread introduction of information and communication technologies in music education, a number of common pedagogical problems have also been encountered: technological barriers; resistance to change; lack of resources; lack of time, among others. In order to comprehensively solve these problems, it is necessary to organize continuous professional development courses, trainings and practical exercises to familiarize students with modern technologies, teach them and encourage their practical application. It is also necessary to allocate time and resources for the development of technologies, and to organize systematic and step-by-step training courses to minimize technological barriers that complicate the learning process.

Uzbek and international studies show the prospects for the widespread introduction of innovative technologies in the educational process and continuous improvement of the skills of music teachers. On this basis, the search for new forms and methods of education, the training of qualified, creative and professionally competent music teachers is currently one of the main tasks. Improving the professional competence of future music teachers based on information and communication technologies is extremely important in terms of the requirements and prospects of modern education.

Conclusion. Information and communication technologies open up new opportunities in music education, serve the professional development of teachers and the expansion of students' creative potential. Music teachers who have mastered modern pedagogical and technological approaches can organize the educational process at a high level and arouse a deep interest in musical culture in the new generation of students. Therefore, the effective introduction of information technologies is an important strategic task to improve the competence of future music teachers. The introduction of information and communication technologies into education contributes to the professional development of teachers and the expansion of students' creative potential, and allows for a high level of modernization of music education and its effectiveness.

Improving the professional competence of future music teachers on the basis of information and communication technologies is an important component of the modern educational process. This process is aimed not only at providing teachers with high theoretical and practical training, but also at creating the opportunity for them to effectively apply interactive and innovative methods of music education.

The role of information technologies in achieving this goal is incomparable. The use of virtual programs, online platforms, digital resources and multimedia tools in teaching music theory and performance further enriches the process and creates conditions for the discovery of students' musical potential. Taking into account the individual characteristics and needs of students, using a personal approach ensures that the process of musical education is more interesting and creative. Also, by developing creativity, using modern pedagogical approaches and organizing integrated education, music teachers will have the opportunity to improve their professional skills and attract students to the world of musical culture and art. This, in turn, ensures the formation of aesthetic pleasure, creativity and professional skills in students through music.

In general, the introduction of information and communication technologies opens up new and vast opportunities for music teachers, serves to modernize the educational process, and prepares students for a deep mastery of musical culture. Another noteworthy aspect is that these approaches are also important in preserving, developing, and passing on national and world musical heritage to the next generation.

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