

Ways To Improve The Creative Ability Of Future Music Teachers Through Collective Teaching Technology

Guzal Davronova

Senior Lecturer, Samarkand State University
guzaldavron@gmail.com

Abstract: This article explores ways to improve the creative ability of future music education teachers through collaborative learning technologies. It also describes the skills of organizing music culture lessons, planning class activities, and organizing class time according to a plan.

Keywords: Music culture, education, collaboration, creativity, technology, theory, practice.

I. INTRODUCTION

Nowadays, in the system of higher education, the content of education is changing in connection with the development of creative thinking and creative ability, so the most important task for future teachers - creative, independent thinking, the task is to form an intellectual personality. Such students should be able to think logically, be creative and physically active, and interact with adults and peers.

The problem of professional training in pedagogy is topical, they are A. Abdullina, S.I. It is reflected in the works of Arkhangelsky, N. V. Kuzmina, N. M. V. A. Slastenin and others. Scientific research in this area has shown that the success of the staff, as well as having extensive knowledge, experience, creative ability, professionalism and a qualified professional, its relationship with the environment and individuals also play an important role. plays.

In the works of many researchers, the development of pedagogical activity plays an important role in defining the main tasks and directions of creative ability.

Russian scientists V.A. Kan-Kalik and N.D. As the Nikandrovs point out in their book, Pedagogical Creativity, the creative process is a process of solving constantly evolving pedagogical problems.”¹

The ability to develop one's creative abilities, the desire to learn new aspects of a particular activity, etc.²

The creative ability of the teacher is important in the organization of music education at a high level.

Paragraph 4 of the specifics of music lessons states, “Music has an active emotional impact on the child, delights him and stimulates creative experiences. Children receive artistic and spiritual nourishment from good, meaningful and interesting music lessons. Music class differs from other disciplines by its active psychological influence and intense creative activity”.³

One of the features of pedagogical activity is creativity. Creativity is an integral part of pedagogy.⁴

EFZeyer on the multidimensional nature of pedagogical activity, the fundamental knowledge, generalized skills and abilities of the teacher, his creative approach to the organization of culture and pedagogical activity, readiness for continuous self-development, professional development “Integrity set”⁵ thought.

A number of pedagogical and psychological scientists N. Azizkhodzjayeva, J. Tolipova, M. Saidakhmedov, N. Almetov, Z. Nishonova and others noted the importance of modern education in educational institutions. reflected in the sources created. Acquaintance with the content of the available literature in the research process. Experience of pedagogical activity in the higher education system. required.

II. MATERIALS and METHODS

II.1. The organization of the educational process in the field of music education in higher education institutions on the basis of new pedagogical technologies, the study of opportunities to increase the effectiveness of the development of creative abilities of students create two important conditions;

- first of all, to ensure the quality of the overall performance of these educational institutions,

¹ В.А. Кан-Калик, Н.Д. Никандров “Педагогическое творчество” М: Педагогика, 1990 г. С 38.

² Ермаков Д “Компетентность в решении задач” Народное образование 2005 № 9

³ Г.Шарипова, Г.Нажметдинов, З.Ходжаевалар “Муסיка ўқитиш методикаси ва мактаб репертуари” дарслик “Турон-Иқбол” -2018 йил 28-бет

⁴ С.С.Савельева “Профессиональная компетентность учителя XXI века” Учебное пособие Коломна 2008 г.

⁵ Э.Ф.Зеер “Психология профессий” учебное пособие для студентов ВУЗов Академический Проект; Фонд “Мир” 2005 г. 9 с

- Secondly, they will develop the activity of future professionals who will study and acquire certain skills and qualifications. Therefore, the study of the problem of increasing the effectiveness of education in higher education institutions has a social character.

II.2. The following basic principles play an important role in the study of theoretical and practical aspects of the development of creative abilities of students in the field of music education in higher education institutions on the basis of collaborative learning technologies.

- Humanization of professional and methodological training of future specialists;
- A systematic, functional and technological approach to the formation and development of creative abilities of students in the conditions of modern information technology;
- equipping future professionals with theoretical and practical knowledge in the development of creativity;
- Expanding and deepening the structure and content of the education system in the development of creative abilities of future professionals.

II.3. *Based on the above principles, it is important to rely on the following general principles.*

- 1) humanity - recognition of the identity of each student, which is the subject of the pedagogical process;
- 2) integrity - methodological aspects of an integrated system of professional training of students;
- 3) formation of professional knowledge, skills and competencies based on sound theoretical knowledge;
- 4) a unit of science (specialty), professional-practical and methodological training, ensuring the effectiveness of the system of methodological training of future specialists;
- 5) continuity - awareness of the constant need for professional activity in the educational process;
- 6) completion - to consider the possibility of interaction between the student's academic and future professional activity;
- 7) take into account the interests and inclinations of each student in activism, initiative, creativity and education;
- 8) universality - training of future specialists not only in general education schools, but also in targeted classes (schools), as well as lyceums, vocational schools and similar educational institutions;
- 9) Perspectives - this model of methodological training of students can be used to train teachers in other disciplines.

II.4. *The main conditions for the implementation of the above in the educational process are as follows:*

- Ensuring cooperation in education and development;
- to establish a constant connection between the theory of education and the practical training of specialists;
- Intellectualization and acceleration of methodological preparation of students for professional activity in the development of creative abilities;
- Providing the educational process with scientific and methodological developments;
- increase the role of links between educational and creative activities of students in the educational process;
- Continuity of educational and scientific activities in the methodological training of students;
- The content of the methodological preparation of the requirements for education, the joint organization of teacher and student activities;
- Enhancing the role of educational and methodological, creative tasks in the theory and methodology of science;
- implementation of interdisciplinary internal and external relations in the teaching of teaching methods;
- rational use of all forms of teaching students;
- Improving the scientific and practical level of teaching activities.

At the same time, the stages of formation of pedagogical technology, the concept of "pedagogical technology", "technologicalization of learning", "pedagogical cooperation", "collaborative educational technology", "educational technology", "innovative technology", "information technology" relations should be explained. The use of various methods of modern technology in the educational process, including: pedagogical cooperation, collaborative learning technology has a unique character, prepares students for the formation and development of professional training and creative abilities.

III. DISCUSSION

III.1. The ideas of pedagogical cooperation are embedded in the content of pedagogical technologies today and form the basis of the "Concept of education in the XXI century."⁶

Pedagogical cooperation in education, the didactic nature of collaborative learning technologies, play a special role in education and its organization.

Collaborative learning technology. It combines individual learning technology, adaptive learning technology, team learning technology, design technology, and modular learning technology.

The main conceptual approaches to collaborative learning technologies, the structure of pedagogical activity of a modern teacher, design activities, technology of design of educational process, parametric model of educational process of VM Monakhanov, technologicalization of education, purpose of training It is necessary to have knowledge about the independent activity of students, diagnostics, the logical structure of the educational process and the requirements for training in the field of educational technology, the didactic principles of educational technology.

III.2. Collaborative learning technologies need to be tailored to the individual characteristics of students, with a good understanding of the selection process.

The implementation of these requirements requires the following conditions: the organization of regular scientific and practical seminars on the study, generalization and implementation of pedagogical technologies in educational institutions; the teacher is constantly working on himself, getting acquainted with new literature; conducting regular interviews in educational institutions; participation in the organization of educational processes (creation of technological forms of education and training) creation of technological maps.

IV. RESULTS

IV.1. The research process involves the development of recommendations using new pedagogical technology methods aimed at providing methodological training in the development of the creative ability of the requirements. The use of new pedagogical technologies in the organization of the educational process in the field of music education helps to develop students' creativity. The key is to turn learning objectives into control tasks based on collaborative learning and ways to achieve learning objectives, as well as their objective evaluation. This requires a prospective music teacher to know the most up-to-date teaching procedures and to have the skills to reflect on the subtleties of the topic. In addition to traditional forms of education, it is advisable to use a wide range of non-traditional forms of education.

The second phase of the application of pedagogical technologies focuses on preparing students to learn in a new way. It focuses on independent study of the subject, the development of research skills, self-monitoring of the level of mastery of individual and classmates, cooperation with teachers.

In order to form creative abilities in future music teachers, it is necessary to actively understand music, to combine its educational, educational and aesthetic role, to develop the ability to hear and reflect music.

IV.2. Prospective music teachers need to take a number of steps to develop creative skills based on collaborative learning technologies in the classroom. As a result of these measures the following will be achieved:

- Didactic tools are selected that allow to fully engage with students;
- Tasks are developed that allow to determine the level of mastery of students;
- projects of joint pedagogical process are created;
- Provide opportunities for teachers and parents to use collaborative strategies in class and out of class.

IV.3. *In order to improve the quality and effectiveness of the collaborative pedagogical process, a number of tasks will be implemented:*

1. Study of pedagogical and psychological sources for the coverage of problems of the collaborative pedagogical process and the choice of technologies for interaction with students.
2. Determining the selected technology on the basis of experimental testing and diagnostics of its effectiveness.
3. Development of methods for the use of collaborative technologies in the pedagogical process.
4. Development of recommendations for the use of science-based collaborative technologies to ensure the quality and effectiveness of the collaborative pedagogical process.
5. Development of a set of test tasks to determine the professional skills of teachers in the use of collaborative learning technologies, etc.

⁶ Образование: одним больше, другим меньше? Региональное исследование в области образования в Центральной и Восточной Европе и СНГ. – М: «ЮНИСЕФ», 2007. –[7. 48-b.]

IV.4. This requires the following:

- a) in-depth analysis of the results of the level of development of students in the collaborative pedagogical process;
- b) analysis of the results of monitoring the achievements of each student in the collaborative pedagogical process;
- c) analysis of the level of application of pedagogical cooperation technologies by teachers;
- g) identify problems that arise in the process of pedagogical cooperation, search for strategies to solve them, make adjustments to this process, etc.

V. XULOSA

In order to ensure the quality and effectiveness of the collaborative pedagogical process, the following activities can be organized:

- Development of creative abilities of students, their involvement in joint activities and creative orientation;
- Ensuring that students participate in various competitions and activities that require collaboration, looking for ways to achieve their positive and sustainable development.

Emotional sensitivity, clear thinking, logic, creativity, organization, activism, and quick decision-making are important in music education.

Thus, the use of collaborative learning technologies in higher education allows, first of all, vocational training, focusing the intellectual potential of students on one goal, regulating the activities of students, improving their creative abilities.

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