

Issues of Developing the Professional Skills of the School Music Education Teacher

Mustafayev Bakhtiyor Ibragimovich

Professor at Bukhara State University, PhD in Philosophy

Corresponding Author: Mustafayev Bakhtiyor Ibragimovich, Professor at Bukhara State University, PhD in Philosophy

Email: b.i.mustafoev@buxdu.uz

Abstract

Introduction: This article discusses the professional skills of the teacher in the context of the content and essence of the subject “Music culture”, the improvement of the music education process, the teacher's professional skills and competence in music culture, innovative approaches to organizing lessons, and the teacher's pedagogical capabilities.

Materials & Methods: The methodology in this article highlights the significance of the teacher's role in improving the efficacy of music education, applying contemporary approaches, boosting students' interest in musical culture, and attending to their needs. The idea of music education states that a modern teacher should be highly cultured, committed to their work, knowledgeable about music, art, and pedagogy, and always looking to improve. Strong pedagogical communication abilities and a thorough awareness of both national and international music cultures are also regarded as methodological prerequisites for music educators.

Results: The efficient planning and supervision of students' musical activities is directly related to the competence of a music education teacher. In order to ensure the growth of the students through musical activities, the teacher must be able to translate their educational objectives into their personal goals. The main goals of musical-pedagogical proficiency are to develop students' musical worldview, inculcate national values, and encourage self-reliance and creativity. A contemporary music educator needs to be well-versed in information-pedagogical technologies and be able to use cutting-edge techniques in their classes. The effectiveness and quality of education are determined by the knowledge, culture, and skill of the instructor.

Conclusions: The conclusion emphasises how urgent it is to advance a music education teacher's professional and pedagogical competence in the modern era. To impart theoretical knowledge, foster practical skills, and evaluate and improve students' competency, the instructor must be extremely professional.

Keywords: Education; Music Literacy; Pedagogical Communication; Spirituality; Knowledge; Patriotism

SDES- International Journal of Interdisciplinary Research is a journal of Open access. In this journal, we allow all types of articles to be distributed freely and accessible under the terms of the creative common attribution- non-commercial share. This allows the authors, readers and all scholars and general community to understand, use and to develop non-commercially work, as long as appropriate credit is given and the newly developed work are licensed with similar terms.

How to cite this article: Ibragimovich MB. Issues of Developing the Professional Skills of the School Music Education Teacher. SDES-IJIR; 2025; 6-2: 997-1001

Submitted: 10-April-2025; **Modification:** 28-April-2025; **Accepted:** 30-April-2025; **Published:** 08-May-2025

Introduction

One of the pressing issues in the field of modern music pedagogy is the improvement of the teacher's professional skills. The musical and cultural education of the younger generation, as well as the development of their taste and spiritual needs, depends on the quality of preparation in this field. This is because music

lessons aim not only for students to master the educational material, but also to foster awareness, cultural behavior, and the development of inner emotions. Therefore, the teacher's role and efforts in this process are of particular importance.

The education of young people through the art of music is one of the priority areas of the education system. The main goal is not only for the student to acquire knowledge, skills, and competencies, but also to be able to apply them independently in their personal, professional, and social activities, and to use them wisely in various social interactions throughout their life [1].

The essence of music culture education also envisions “raising the younger generation into cultured individuals who can inherit our national musical heritage and appreciate the universal treasures of world music” [2].

Materials & Methods

In recent years, special attention has been given to the systematic development of music education alongside other general education subjects in the Republic of Uzbekistan. The role of the teacher is particularly important in increasing the effectiveness of music education, applying modern approaches to teaching, enhancing students' interest in music culture lessons, and meeting their needs.

Chapter 4 of the Music Education Concept emphasizes that today's music teacher must be highly cultured, deeply devoted to their profession, and possess advanced pedagogical thinking. It is essential that they have the ability for continuous professional and cultural development, and hold comprehensive and in-depth knowledge and skills in music, aesthetics, pedagogy, and psychological-physiological sciences, particularly in music teaching methodology. Special attention is also given to the importance of a music teacher possessing appropriate competencies in instrumental performance, singing, choral conducting, and music theory within their specialization.

A modern music teacher must have a thorough knowledge of national music as well as the Uzbek literary language, and be well-informed about global musical culture and the contemporary musical and cultural scene. It is emphasized that a music teacher should possess strong pedagogical communication skills and be capable of effectively using pedagogical influence methods in any situation [3].

Results & Discussion

The skill of a music education teacher is always closely tied to organizing and managing students' musical activities. In this process, it is important that the teacher's pedagogical goal becomes the student's personal goal. The teacher must clearly envision their professional objectives and the ways to achieve them through musical activities, and be able to convey to students the significance of these goals for their own development. Pedagogical skill develops and improves over the course of teaching practice.

A teacher's musical-pedagogical skill lies in the ability to effectively and efficiently organize all forms of musical activities within the educational process, direct them toward the development of musical abilities, and foster a musical worldview in students – these are considered the teacher's primary responsibilities.

The professional skills of a music teacher are demonstrated in the development of creative methods and effective approaches to music education aimed at nurturing schoolchildren in the spirit of high moral values. These skills are reflected in the following areas:

- developing effective methods in music lessons to foster students' loyalty to national musical values and traditions, as well as instilling a sense of national pride and honor;
- applying various forms and methods to instill concepts of high spirituality in students through music lessons;
- introducing students to the musical heritage of our ancestors and promoting the views of musicologists on these topics;

- focusing on the development of musical and artistic taste by explaining the types of activities, their characteristics, and interconnections when planning music lessons;
- creating methods for cultivating and enhancing feelings of patriotism, peace, and friendship through national children's songs;
- instilling the ideas of national independence in the minds of adolescents using musical and artistic tools;
- effectively using samples of children's national folklore and spiritual-national values in the teaching process of music education;
- deeply mastering one's specialized subject and achieving results in musical-pedagogical and innovative activities;
- regularly organizing activities aimed at developing students' foundations of musical culture during music lessons and extracurricular sessions, and so on.

A music teacher's pedagogical skill is defined by a combination of personal qualities – such as being child-loving, kind-hearted, humane, compassionate, sincere, and gentle – and professional traits like knowledgeability, perceptiveness, dedication, and creativity. It is reflected in the teacher's deep and comprehensive understanding of their subject, their musical-pedagogical, psychological, and methodological preparedness, as well as their ability to find and apply optimal methods for teaching, educating, and developing students in practice.

Pedagogical skill also refers to a teacher's ability to implement their professional activities based on a system of prioritized social-cultural, national, special, psychological-pedagogical, and professional-methodological knowledge and skills. During the pedagogical process, the teacher carries out lessons in the lower grades based on the following types of activities:

1. Music listening.
2. Group singing.
3. Music literacy.
4. Performing rhythmic movements in accordance with music.
5. Familiarity with children's musical instruments.
6. Music creativity [4].

By creatively planning and implementing music lessons, the teacher enriches and develops their experience. In particular, by focusing on successfully achieving musical and educational goals, the teacher selects the most suitable methods. The teacher sees their specialized subject as a tool for enriching students' spiritual world and nurturing the foundations of musical culture. This process requires the teacher to possess cultural communication skills and mastery of the art of speech. The teacher not only performs the musical piece but also expresses their attitude toward the composer's work, discussing the artistic and ideological content of the music, its unique features, and its educational potential.

Pedagogical skill is demonstrated in fostering students' cultural communication, ensuring interest and activity in engaging with musical activities, listening to and analyzing musical works, singing, literacy, performing musical-rhythmic movements, and developing skills and competencies in musical creativity.

The role of modern advanced pedagogical technologies in improving the effectiveness of music education is invaluable. However, no matter how perfect textbooks and information technologies may become, the success of pedagogical practice and educational work still depends on the teacher's personality and

professional skill. If the musical piece being studied is not presented through the teacher's simple, clear, and fluent speech, pedagogical and information technologies, as well as interactive methods, may not yield the expected results.

Currently, when assessing the competency level and professional skills of some teachers who are undergoing further qualification in their field, it appears that their activities lack sufficient integration of information-educational technologies and teaching tools in education, effective use of pedagogical technologies in the lesson process, and creativity and initiative in nurturing students into well-rounded individuals. This suggests the need for innovative creative thinking and approaches, as well as the expansion of artistic thinking and worldview, alongside mastering pedagogical and information technologies. Therefore, the effective implementation of the curriculum, program, and educational standards in the subject of music culture in general secondary schools, as well as encouraging students to think independently, is directly linked to the teacher's pedagogical activity.

The modern music culture teacher is required to create innovative technologies based on advanced methods during the lesson process, taking into account the content of the lesson and the students' capabilities, and to use these technologies wisely. Equipping the music teacher with knowledge about the application of information and pedagogical technologies in the lesson process holds a crucial place in music pedagogy.

In implementing this requirement, the role of the teacher's professional skill is significant. The teacher must be knowledgeable, advanced, talented, creative, inquisitive, initiative-driven, and possess pedagogical-methodological expertise. Indeed, one of the key issues in improving the content of education and achieving genuinely positive results is the teacher's scientific-methodological, cultural-educational, and moral-aesthetic literacy.

The teacher must not only serve as a role model for others through their moral and cultural values, but also be able to demonstrate their pedagogical skills and make a valuable contribution to the educational process as a competent teacher. Because, as it is stated, "...the direct driving force of such a complex and demanding process as education is, first and foremost, the teacher" [5].

In the practice of school music education, the issues of the teacher's perfect theoretical-musical knowledge, qualifications, professional skills, and competence are becoming increasingly relevant. Therefore, today, the higher musical-pedagogical education system, post-graduate education, as well as the pedagogical centers in the regions, face the pressing task of improving and retraining the qualifications of music pedagogy specialists, raising their theoretical and methodological knowledge, professional skills, and competence to the required level.

Conclusions

In conclusion, the development and further improvement of the music education teacher's pedagogical and professional skills, as well as increasing their effectiveness, is recognized as a pressing issue of today. Delivering specific theoretical knowledge to students, helping them develop practical skills and competencies in musical activities, ensuring their achievement of subject-related competence, studying and analyzing the dynamics of their competence levels, and providing appropriate evaluation require the teacher to possess high professional expertise.

Financial support and sponsorship: Nil

Conflicts of interests: There is no conflict of interest

References

1. The speech delivered by the President of the Republic of Uzbekistan, Sh. Mirziyoyev, in his Address to the Oliy Majlis on January 24, 2020. "Xalq So'zi" newspaper, January 25, 2020.

2. Abralova M., Galiyeva D. “Music” for 2nd grade. Methodological guide for teachers. – Tashkent. G‘afur G‘ulom Publishing and Printing Creative House, 2008. p. 4.
3. The Concept of Music Education in Schools of Uzbekistan. “Ma'rifat” newspaper, November 25, 1992.
4. Sharipova G., Najmekdinov G'. Methods of Music Teaching Practice. Educational guide, “Turon-Iqbol” Publishing House. – Tashkent, 2014. p. 11.
5. Maxmudov N. “The Directions of Enlightenment”. – Tashkent, “Ma'naviyat”, 1999. pp. 23-24.
6. Turdiyev, B. S. (2021). Cultural and educational development of society in the scientific heritage of world philosophers. *Academic research in educational sciences*, 2(4), 443-451.
7. Sobirovich, T. B. (2024). Renewal of Societal Ideosphere: An Analytical Study of Medieval Philosophical Thought. *Philosophy*, 8(3), 12-18.