

# Some Issues in The Development of Professional Competencies of Music Culture Teachers

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**Abstract:** This article explores current issues related to the development of professional competencies among teachers of music culture. It analyzes the role of teachers in improving the quality of music education, highlights the importance of developing both musical and pedagogical skills, and examines innovative approaches to organizing music lessons. Special attention is given to the necessity of continuous professional development, the integration of modern educational technologies, and the cultivation of students' aesthetic, moral, and cultural values through music education. The article also outlines the pedagogical opportunities available to teachers and stresses the need for creativity, professionalism, and a strong ethical foundation in the teaching process. By addressing these aspects, the study contributes to a deeper understanding of how the professional competence of music culture teachers can be enhanced in the context of modern educational reforms.

**Keywords:** Pedagogy, Education, Musical Culture, Musical Creativity, Competence, Psychology, Technology, Professionalism, Morality, Spirituality.

## Introduction

One of the pressing issues in the science of modern music pedagogy is the development of professional competencies and the improvement of teachers' qualifications. The cultivation of musical culture in the younger generation, as well as their aesthetic and spiritual needs, depends on the quality of education in this field. After all, music lessons involve not only mastering music but also shaping students' cultural awareness, morals, and inner emotional experiences. Therefore, it is no coincidence that the professional competence and work of the teacher in this process receive special recognition.

"The issue of educating young people in musical art is one of the priorities of the education system. The main goal now is for students to be able to apply the knowledge and skills they acquire not only during the learning process but also independently in their personal, professional, and social activities, and to use them effectively in various social contexts throughout their lives".

## Methodology

This article is based on theoretical analysis, comparative study, and synthesis of scientific and pedagogical literature on the development of music culture teachers' professional competencies. A systematic approach was used to examine modern requirements in music pedagogy, integrating innovative teaching methods, psychological principles, and educational technologies. Emphasis was placed on evaluating professional skills, pedagogical activities, and the role of musical creativity in shaping teachers' professional growth.

## Result and Discussion

A teacher must be knowledgeable, advanced, talented, creative, curious, proactive, and pedagogically and methodologically skilled. After all, one of the most important issues in improving the content of education, and on this basis achieving real results, is the question of the teacher's scientific-methodological, cultural-educational, and ethical-aesthetic level.

The most important professional competencies of a teacher can include the ability for self-development and improvement of music-pedagogical processes, as well as the ability to effectively use all opportunities and resources for the development of professional skills.

This also includes the skills of analyzing one's own professional experience as a teacher and the achievements of the teaching staff, as well as exchanging feedback. A teacher's professional competence should encompass the ability to exhibit ethical and responsible professional behavior.

A teacher must not only be an example to others through their spiritual and moral culture, but also be able to demonstrate their pedagogical abilities and make a valuable contribution to the process of qualified education as a mature educator. This is because "the direct driving force behind such an incredibly complex and difficult process as education is, first and foremost, the teacher".

It is very important for music teachers to have advanced theoretical and musical knowledge and skills. Currently, higher education and postgraduate education, including institutions for the professional development and retraining of teaching staff, face the pressing task of enhancing the theoretical and methodological knowledge of teachers in the field of music pedagogy to meet modern requirements.

Undoubtedly, the role of modern advanced pedagogical technologies in enhancing the effectiveness of music education is invaluable. However, advanced textbooks, information technologies, and pedagogical practices may be, the success of educational work still depends on the teacher's personality and professional skills. Pedagogical and information technologies, as well as interactive methods, may not yield the expected results if the musical work being studied is not revealed through the teacher's simple, clear, and fluent speech.

## Discussion

The new content of education in the field of musical culture also envisions “the upbringing of the younger generation as culturally developed individuals, capable of inheriting the national musical heritage and appreciating the richness of universal music”.

One of the main tasks is to elevate the educational activities of schools to a new, higher-quality level. As a result, students should have the opportunity to acquire the fundamentals of musical culture during the educational process. This goal is achieved by providing schools with highly qualified teachers of musical culture.

In recent years, along with other general education subjects, special attention has been given to the systematic development of music education in the republic. Of course, the role and competence of the teacher are crucial in increasing the effectiveness of music education, in applying modern teaching approaches, in enhancing students' interest in music lessons, and in meeting their needs.

To ensure the effective development of professional competence among music culture teachers, the following conditions must be met:

- a scientific approach to the teacher's theoretical knowledge of music, practical skills and abilities, experience, and the effectiveness of their own activities;
- consideration of the processes related to the development of professional competence in music education and the specific nature of educational relationships;
- continuous training of music teachers and the development of skills for independent self-improvement;
- creating the necessary conditions and opportunities for the development of professional competence among music education teachers;
- taking into account the interdependence and interconnectedness of the processes involved in the development of a music teacher's professional competence;
- approaching the processes of professional competence development as a complex, innovative pedagogical system;
- studying the effectiveness of music teachers' pedagogical activities during the development of professional competence, and applying analytical and honest self-assessment skills in practice;
- considering the significance and characteristics of personal influence in the process of developing professional competence.

“Professional competence is the acquisition of the knowledge, skills, and abilities necessary for professional activity, and their practical application at a high level”.

A music education teacher carries out educational work in the school, shaping students' musical worldview, thinking, and taste. This is not only a well-educated individual with a broad outlook and deep knowledge of their subject, but also someone who possesses all the necessary theoretical and practical knowledge related to their specialty. It is essential to have the qualifications, skills, and competence required to apply them effectively in educational practice.

Chapter 4 of the “Concept of Music Education” states that a modern music teacher must be highly cultured, unconditionally devoted to their profession, and possess well-

developed pedagogical thinking. They should have the ability to continuously grow both professionally and culturally, and possess deep knowledge and skills in music, aesthetics, pedagogy, as well as psychological and physiological sciences, particularly in methods of teaching music. Specifically, the profession of a music teacher must encompass essential qualities such as proficiency in playing instruments, singing, choral conducting, and music theory.

A modern music teacher must have a thorough command of national music and the Uzbek literary language, be familiar with the culture of universal music, and be aware of everyday musical and cultural life. It is emphasized that the music teacher must have pedagogical communication skills and be able to effectively use pedagogical methods of influence in any situation.

Ensuring the effectiveness of the process of developing the professional competence of music teachers, their pedagogical activities, the state of the educational process, the music-educational process of teachers, as well as their relationships and other factors influencing the effectiveness of the educational process, is essential. One of the most important tasks is to collect sufficient data and information about the factors affecting teachers' imagination, concepts, and the development of their worldview, as well as conducting an in-depth study, analysis, and objective evaluation.

This information and data are based on the personal abilities and capacities of teachers to achieve the goal. Creating conditions for their full expression, encouraging them based on an objective assessment of each teacher's professional activity, and ensuring music-pedagogical activities acquire special significance in creating an effective educational environment and conditions. Based on the implementation of these tasks, the pathways, factors, and means of developing the professional competence of music teachers are determined, ensuring effectiveness.

The professional competence of teachers is developed through the formation of skills and abilities in students, such as communication culture, interest and activity in performing musical activities, listening to and analyzing musical works, singing, literacy, performing musical rhythmic movements, and musical creativity.

The level of competence and professionalism of some teachers who are currently undergoing training in their specialty appears to be insufficient in their work, particularly in the wide use of information and educational technologies and teaching materials in education, the effective use of pedagogical technologies in the classroom, and creativity and initiative in teaching students.

This requires new creative thinking and an approach in the educational process, further expansion of artistic thinking and worldview, and flawless mastery of pedagogical and information technologies. Therefore, the effective implementation of curricula, programs, and educational standards in the field of musical culture in general education schools, as well as encouraging students to think independently, is directly related to the activities of teachers.

Depending on the content of the lesson and the students' ability to organize, the teacher of modern musical culture must create and use innovative technologies based on

advanced methods in the educational process. The role of the teacher's professionalism in fulfilling this requirement is significant.

## Conclusion

Thus, the development and further improvement of pedagogical professional mastery, with a focus on enhancing its effectiveness, is recognized as a pressing task of the present day. Providing students with specific theoretical knowledge, developing practical skills and competencies in musical activities, and appropriately assessing the level of theoretical knowledge, skills, and abilities acquired by students, requires high professionalism and a new creative approach to the process of music education.

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