

THE CONCEPT OF PERSONAL COMPETENCE AND CREATIVITY OF A MUSIC TEACHER IN THE EDUCATIONAL SYSTEM

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Abstract. *The article discusses the different stages of preschool age and the development of musical abilities in children. Additionally, the article mentions various sources related to the development and education of music in Uzbekistan, including textbooks, research articles, and conference papers. It touches on topics such as the formation of hearing in children, the role of older generations in education, and the use of innovative technologies in music education. The article concludes that music education plays a crucial role in shaping a person's personality and developing high spiritual qualities.*

Keywords: *creativity, professional competence, continuous education, modern pedagogical education, integration, innovative approach, cognitive approach, communicativeness.*

Introduction. The preschool period in psychology is referred to as early childhood and encompasses the most memorable moments of childhood. Music education is taught in preschools and primary schools as part of general education disciplines. Therefore, mastering the theory and methodology of teaching this subject is currently an extremely important and significant activity.

Today's requirement sets clear tasks for educational institutions in terms of music-aesthetic education:

- to cultivate children's perception of the beauty of nature and artistic works;
- to foster aesthetic taste and sensibility;
- to promote a comprehensive understanding of the concept of beauty in life;
- to nurture children's artistic creativity;
- to teach children to bring beauty into their lives, their activities, and so on...
- In the system of continuous education, general secondary education institutions play an important role. Currently, the significance of educational institutions plays a crucial role as a precursor to continuous education. Therefore, the individual teaching of subjects becomes increasingly important. The main task of each subject in educational institutions is to teach children how to think and reason.

• Music is a form of art that unites people through their experiences and emotions. It becomes a means of communication between them. The mere fact that a composer awakens various emotions in the soul can be called a miracle. Music education is an integral part of aesthetic education, and upbringing is one of the leading factors in shaping a person's personality.

Aesthetic education, based on the teaching of the essence of beauty, the unity of aesthetic and moral feelings, the national character of art, expands and deepens students' knowledge of the world of objects, nurtures their creative abilities and talents, and contributes to the development of high spiritual qualities. It is generally understood that the goal of aesthetic education is to

develop children's aesthetic senses and thoughts, the ability to see beauty and enjoy it. However, the goals and objectives of aesthetic education are not limited to this. It teaches children to understand and perceive beauty and ugliness, greatness and baseness, joy and suffering. Aesthetic education serves the determination of universal and national values. It is evident that "education influences human mind, feelings, imagination, beliefs, worldview, behavior, conduct." The language of music is understood and relatable to everyone. Music reflects thoughts and feelings through its sounds and melodies, addressing moral issues that have concerned humanity at different stages of life. This is where the philosophical essence of music manifests itself. Great musical compositions are filled with profound philosophical content, addressing questions such as life and death, individuality and society, good and oppression, strength and weakness.

The infinite possibilities of music's impact on a child's psyche have long attracted the attention of musicologists, thinkers, and scientists.

Philosophers, psychologists, and social activists have attempted to determine the specific characteristics of musical art that influence the formation of an individual's personality. From ancient times, there have been beliefs about the influence of music, especially its components such as rhythm and melody, on a person's mood, thereby altering their inner world.

Considering the early manifestation of musical abilities in children and the fact that their abilities are shaped by the educational and environmental influences, we come to the following conclusion. It turns out that musical abilities are an important factor in the development of performance skills in music lessons within the framework of continuous education.

The period from 3 to 7 years old is considered the preschool age, which can be divided into three periods, taking into account the rapid qualitative changes that occur in the psychology of preschool children:

1. Early preschool age up to 3-4 years old.
2. Junior preschool age from 4-5 years old.
3. Middle preschool age (intermediate preschool age), 6-7 years old, and senior preschool age, which can be further divided into early preschool years.

4. Curiosity also plays a significant role in the lives of preschool-age children and their intellectual growth. Interest is one of the factors that motivates children to engage in activities, just like the need for it. Therefore, it can be said that interest is a complex psychological phenomenon associated with the process of cognition. Understanding its psychological foundations is crucial for the successful implementation of music education.

5. Music has permeated into every household in our lives. Since the musical theme has its own character and cannot encompass all aspects of a person and events, it primarily expresses the inner spiritual world of a person, their feelings, and moods. In music, emotions will not be the exact replicas of life experiences; they will be chosen, purified from random moments, and comprehended from the perspective of certain dreams. Music is capable of reflecting the vibrant resonance of human emotions. It can express even the most complex feelings, the subtlest experiences, and states of mood. "Music follows the criterion of time, encompassing processes that change experiences, their ups and downs."

6. Music has the ability to express the spiritual world of a person's inner being along with their sensibility, creating a powerful spirit and will, a holistic image.

7. It is important for an educator to be able to see the inner world of the child, to perceive their feelings, aspirations, and thoughts. To do so, one must place oneself in the position of the

other person, take into account their knowledge, life experience, and their position in various situations, and be able to anticipate mistakes and difficulties. This ability is reflected in the human approach to the child as an individual, in kindness, and now in responsibility, sensitivity, and tactfulness, in an unwavering interest in the lives of the children under their care, in trust, and readiness to share their joys and sorrows. These professional qualities of character are particularly important for a preschool educator.

The essence of the educator's activity lies not only in establishing joyful connections with children but also in the ability to actively influence their interaction, the nature of their actions, and the direction of their individuality. This second group of qualities is called the dynamism of the educator. The use of any emerging situation in the upbringing and development of children is manifested in the ability to apply an educational effect, which is expressed in the awareness of changing the situation and, accordingly, emotional will. It is reflected in the educator's ability to demonstrate assertiveness, logical persuasion, a sense of assertiveness and humor, initiative and independence in decision-making, and inventiveness. "The dynamism of the educator's personality arises from the ability to consolidate direct and indirect methods of pedagogical influence." The third group of adjectives is far from reflecting the constant uplifted spirit of the educator. The creative nature of the educator is combined with the need to quickly arrive at the right solution in unforeseen situations. The ability to withstand emerging negative emotions, excellent mood, self-control, and zest for life, along with patience, are the key to quality educational work. All professionally significant qualities of a teacher are manifested in their pedagogical communication style, in creating a joyful and positive atmosphere within the children's collective, among the children and parents, and among the educators of the kindergarten. The formation of a child is based on how prominently the educator displays their personal qualities. The success of a teacher's activity also depends on their pedagogical abilities. "Pedagogical abilities are the foundation of achieving pedagogical mastery." Pedagogical abilities include pedagogical attentiveness, attention allocation, organizational abilities, and pedagogical approach. Pedagogical abilities are developed through the educator's activities and their preparation for this activity. The understanding that pedagogical activity requires special preparation has long been known in the history of education. There are various views on the content and nature of educator training, which are based on different understandings of the essence of development and upbringing of the younger generation.

Educators, realizing that human development is a process of sharpening inherited traits, underestimated the role of educators, believing that the main aspect of their preparation is the ability to observe the child and provide them with materials that would help them express their ideas. Even now, in some foreign pedagogical circles, the role of the educator and the nature of their training are considered with the same assessment as mentioned above.

The current pedagogical perspective differs greatly from this. It emphasizes the guiding role of upbringing in children's development, and thus the role of the educator who carries out the process of upbringing. The state of upbringing of the younger generation, their conscientious approach to their work, largely depends on the scientific and methodological competence of educators, their ideals, culture, as well as personal qualities and educational abilities.

The methodology of working with children with weakened musical hearing and musical perception involves individual work divided into differentiated groups and time after classes. The differentiated group refers to the differentiation or grouping of children based on their musical abilities, reading skills, and voice.

In the first group, there are children with a clear voice and good musical abilities. The second group includes children with an average voice and musical abilities, who sing following the voice of the music teacher. However, the third group consists of children with not very good voices and weak musical abilities. During music lessons, these children should be arranged in the following order: the first row consists of those who sing following the voice of the music teacher, the second row consists of children with free musical reading who do not possess good musical abilities, and the third row consists of children with a talented melodious voice. In this case, the children in the second row strive to sing beautifully, expressively, correctly, by hearing the melodies of music from their surroundings and following their voice. This technique can be used to teach children music. After separate individual lessons with some children with weakened musical training, tasks are given individually, and songs are taught separately with vocal correction. This way, children develop an interest in music, singing, a passion for listening to music, musical abilities, musical reading, and singing skills. At the same time, their mood improves. The child's abilities participating in music classes develop through musical activities. The task of music educators is to properly organize and direct this development, taking into account the age and psychological characteristics of children. For example, if a child is not taught to distinguish pitch from an early age, they will not be able to perform tasks that younger children can easily do by the time they turn seven. Important features of musical development in preschool children include:

- Developing musical hearing and auditory perception.
- Acquiring elementary musical skills, such as rhythmic stability, musical reading.
- Children develop auditory perception and musical ear.
- The quality and level of emotional responsiveness to music of different character improve.
- Singing develops basic skills and abilities used in musical and rhythmic performance.

Now let's take a look at the abilities and possibilities that educational institutions shape according to the age of the students. According to psychologists, one-year-old children, around the age of 10-12 days, when the auditory organ starts functioning. On the other hand, a two-month-old child remains still and quiet when they hear music. At 4-5 months, a child looks in the direction from where the sound is coming. Even in early infancy, infants begin to form a personal attitude towards the sounds of music. By the end of the first year, a child's general sense of hearing is formed. When a child listens to different music from an adult, they produce a peculiar intonational whining (making similar sounds). Emotional reaction to music. The development of auditory sensations serves for the implementation of musical education from early childhood.

Conclusions. Two-year-old children show vivid emotions in the perception of music. Auditory perception becomes differentiated: a child can distinguish high and low, loud and soft sounds, even timbre. The child's first singing skills begin to consciously form. The child can easily perform simple musical movements - clapping hands, stamping feet, spinning to the music. Three- and four-year-old children show cases of individual differentiation of auditory perception. For example, they can play a simple melody accurately. If previously they used separate words to express themselves, now they can use them in combination with each other. Significant changes also occur in their thinking. Visual-effective thinking transforms into visual-figurative thinking. Children at this age can perform complex movements on their own, as well as dance and play independently. Five-year-old children are those who actively ask questions: "why?", "how

much?", "where from?" This is the period when such questions as "why?" arise. The child starts to understand the connections between events and can generalize them in a simple way. Children are observant, especially when the music is cheerful or sad, and they can easily determine whether the sounds are high or low and which instrument is being played. They begin to have a better understanding of how to play a song. During this period, children's voices become resonant and vibrant. Voice intonations become more stable but still require adult support.

In this age, hearing begins to form. During this period, children start to master basic activities such as walking, running, and jumping. Children may prefer one type of activity based on their individual characteristics and abilities.

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