A MODEL FOR DEVELOPING THE PROFESSIONAL AND PEDAGOGICAL COMPETENCE OF FUTURE TEACHERS BASED ON THE INTEGRATION OF DIDACTIC DRAMA AND MUSIC

D.A. Kholbayeva[1], A.A. Saidov[2]
Lecturer, Department of Pedagogy and Psychology, Angren University[1]
Lecturer, Department of Pedagogy and Psychology, Angren University[2]
https://doi.org/10.5281/zenodo.18373763

Abstract. *This article substantiates a model for developing the professional and pedagogical mastery of future teachers based on the integration of didactic drama and music. The study analyzes the theoretical foundations of professional–pedagogical mastery formation and reveals the reflexive-impact potential of dramatic and musical activities in the educational process. The proposed model comprises target, content, procedural, and outcome components and is aimed at fostering empathy, emotional intelligence, pedagogical reflection, communicative culture, and creative thinking among students. The findings demonstrate the effectiveness of art-based integrative approaches in enhancing the quality of teacher education.*

Keywords: *professional and pedagogical mastery, didactic drama, music integration, reflexive-impact approach, future teachers, emotional intelligence, pedagogical reflection, creative competence.*

INTRODUCTION

The modern pedagogical education system requires future teachers to possess a high level of professional and pedagogical competence, creativity, reflective thinking, and emotional intelligence. Traditional teaching methods do not always ensure the comprehensive development of these qualities. Therefore, the introduction of art-based innovative approaches into the educational process, particularly the integration of didactic drama and music, has become increasingly relevant. This article substantiates a pedagogical model based on the integration of didactic drama and music aimed at developing the professional and pedagogical competence of future teachers.

Today, the concept of integration is widely used and examined from various perspectives. Derived from the Latin words *"integrare"* (to restore) and *"ratio"* (to complete or make whole), integration refers to the process of unifying different elements into a coherent whole and restoring unity among components. In this regard, integration in education represents the meaningful combination of diverse pedagogical elements to achieve holistic and effective learning outcomes.

Music Integration in Pedagogical Education

Music integration is a didactic approach aimed at enhancing the effectiveness of education through the harmonious incorporation of musical activity elements—such as listening, rhythm, improvisation, and musical imagery—into the content of pedagogical disciplines. This approach is grounded in constructivist, reflective-affective, and arts-based education theories.

In the pedagogical process, music integration:

- optimizes the emotional learning environment;

- facilitates deeper comprehension and assimilation of educational material;
- enhances personal experience and professional reflection.

Within pedagogical education, music integration yields effective outcomes in the following areas:

- **Emotional–intellectual development:** music fosters empathy, emotional sensitivity, and self-awareness among students.
- **Reflective thinking:** analysis and discussions based on musical works strengthen students' critical reflection on their own professional activities.
- **Creative competence:** musical improvisation and rhythmic exercises activate creative thinking.
- **Communicative culture:** musical activities promote collaborative interaction and the development of communication skills.

Integration of Music and Didactic Drama in the Educational Process

When music integration is combined with didactic drama, the reflective–affective impact of the educational process is significantly enhanced. Music serves to reveal the inner meaning of dramatic situations, bring characters to life, and enrich the theatrical process emotionally. Through such integration:

- pedagogical situations are perceived more deeply;
- the effectiveness of role-playing and dramatization activities increases;
- students gain the opportunity to experience and internalize their professional roles.

In an educational process organized on the basis of integrating didactic drama and music, pedagogical situations are understood by students in a deeper and more meaningful way. Through dramatic enactment and musical expressive means, pedagogical situations are comprehended not only at the cognitive level but also at the emotional level. This enables students to holistically understand the inner essence of real pedagogical situations, intersubjective relationships, and the consequences of pedagogical decisions.

The Impact of Music and Didactic Drama Integration on Pedagogical Situational Understanding

Deep comprehension of pedagogical situations fosters the development of empathy, pedagogical sensitivity, and reflective thinking among students. The creation of an emotional atmosphere through music enhances the expressive impact of dramatic situations and contributes to the formation of students' professional positions. In instructional sessions organized on the basis of integrating didactic drama and music, the effectiveness of role-playing and dramatization activities increases significantly. Musical backgrounds and rhythmic elements intensify the emotional expressiveness of the dramatic process, enabling students to immerse themselves more deeply in their roles. This allows pedagogical situations to be presented in a vivid, natural, and credible manner. During role-playing activities, students acquire professional behavioral patterns through the enactment of pedagogical roles based on practical experience. The enhanced effectiveness of dramatization contributes to the development of students' speech culture, communication skills, empathy, and pedagogical tact.

Professional Role Awareness through the Integration of Didactic Drama and Music

In an educational process organized on the basis of integrating didactic drama and music, students gain the opportunity to experience their future professional roles within the context of real pedagogical situations. Through role-playing, dramatization, and musical expressive means, students begin to comprehend the content, responsibility, and emotional dimensions of

pedagogical activity through direct experiential learning. This process enhances professional identification and self-awareness.

Experiencing professional roles fosters pedagogical responsibility, a conscious attitude toward the teaching profession, and professional motivation among students. The emotional environment created through music increases the impact of dramatic processes and actively engages students in the process of pedagogical decision-making. The effective implementation of music integration depends on the following pedagogical conditions:

- creating a creative and psychologically supportive learning environment;
- selecting musical material in a purposeful and systematic manner;
- organizing reflective analysis and discussion on a regular basis;
- ensuring the teacher's role as a facilitator and guide in the learning process.

Creating a Creative and Psychologically Supportive Learning Environment

Creating a creative and psychologically supportive learning environment is one of the key pedagogical conditions for developing the professional and pedagogical competence of future teachers. Such an environment ensures students' freedom of thought, open expression of ideas, manifestation of emotional states, and active participation in creative activities. A psychologically supportive atmosphere fosters relationships based on trust, mutual respect, and collaboration, thereby enhancing learners' intrinsic motivation. The teacher's role as a facilitator is of particular importance in organizing a creative learning environment. The teacher should support students' initiatives and organize activities while taking into account their individual capabilities. Under the conditions of integrating didactic drama and music, such an environment is created through dramatic exercises, musical improvisations, and collaborative creative tasks. This process contributes to the development of qualities such as fearlessness of making mistakes, free self-expression, and readiness for reflective analysis among students.

Purposeful Selection of Musical Material and the Role of Reflective Analysis

The purposeful and systematic selection of musical material in the educational process is one of the key pedagogical conditions determining the effectiveness of integrating didactic drama and music. Musical works should be selected in accordance with educational objectives, lesson content, and the psychological characteristics of students. In this process, attention should be paid to the emotional expressiveness of music, its rhythmic structure, genre characteristics, and the level of imagery. When selecting musical material, its relevance to pedagogical situations, its capacity to support dramatic enactment, and its potential to activate reflective analysis are considered important criteria. The gradual increase in the complexity of musical material contributes to the consistent development of students' emotional perception and creative activity. Moreover, the balanced use of national and world music examples fosters the development of students' aesthetic taste and cultural thinking.

The regular organization of reflective analysis and discussion is a significant pedagogical condition for developing the professional and pedagogical competence of future teachers. In instructional sessions based on the integration of didactic drama and music, reflection enables students to comprehend their own activities, deeply analyze pedagogical situations, and evaluate personal and professional experience. This process promotes the development of critical thinking, self-assessment, and professional responsibility. Reflective discussions can be organized at the final stage of a lesson through dialogue, open-ended questions, written reflection, group analysis, and debates. Reflective analysis conducted after musical and dramatic activities helps students understand their emotional states, interpret theatrical experience in pedagogical terms, and clarify

their professional positions. Through systematic reflection, students develop a conscious and responsible attitude toward pedagogical practice.

The Teacher's Role as Facilitator and Guide in the Integration of Didactic Drama and Music

In an educational process organized on the basis of integrating didactic drama and music, the teacher's role as a facilitator and guide is of particular importance. This role implies that the teacher acts not merely as a transmitter of knowledge, but as a subject who supports students' independent thinking, creative activity, and reflective analysis. A facilitator teacher creates a psychologically supportive learning environment, encourages students' initiatives, and ensures their active participation in the educational process. The guiding role is expressed in the teacher's purposeful organization of dramatic and musical activities and in directing the learning process toward pedagogical objectives. Rather than providing ready-made solutions, the teacher encourages students to make independent decisions through problem-based situations. At the same time, during reflective discussions, the teacher synthesizes students' ideas and guides them toward drawing professional and pedagogical conclusions.

Conclusion

In conclusion, music integration serves as an effective didactic tool for developing the professional and pedagogical competence of future teachers within pedagogical education. This approach enhances learners' emotional, reflective, and creative potential, thereby improving the quality and effectiveness of the educational process. Therefore, the widespread implementation of music integration–based methods in pedagogical education practice is both scientifically and practically relevant.

REFERENCES

1. Abdukadirov, A. A. (2018). *Fundamentals of pedagogical mastery*. Tashkent: O'qituvchi Publishing House.
2. Ashurova, D. M. (2020). *Methodology for developing the professional competence of future teachers*. Tashkent: Fan Publishing House.
3. Bolton, G. (1998). *Drama as education: An argument for placing drama at the centre of the curriculum*. London: Longman.
4. Bowell, P., & Heap, B. S. (2013). *Planning process drama*. London: David Fulton Publishers.
5. Dewey, J. (1938). *Experience and education*. New York, NY: Macmillan.
6. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York, NY: Bantam Books.
7. Heathcote, D., & Bolton, G. (1995). *Drama for learning: Dorothy Heathcote's Mantle of the Expert*. London: Heinemann.
8. Kodirov, B. R. (2019). *Pedagogical reflection and professional development*. Tashkent: Innovatsiya Publishing House.
9. McNiff, S. (2011). *Art as research: Opportunities and challenges*. Chicago, IL: Intellect Books.
10. Nazarova, G. S. (2017). *Fundamentals of musical culture and aesthetic education*. Tashkent: Musiqa Publishing House.