

MODERN APPROACHES TO THE DEVELOPMENT OF CREATIVE SKILLS IN FUTURE MUSIC TEACHERS: FORM, METHOD AND TOOLS

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Abstract: The development of creative skills in future music teachers is crucial for fostering innovation in music education. This study explores modern approaches to enhancing creativity through effective forms, methods, and tools. The research highlights interactive teaching strategies, problem-based learning, and digital technologies as key factors in stimulating students' creative potential. It also examines the role of improvisation, collaborative projects, and interdisciplinary methods in strengthening artistic expression. The findings suggest that integrating traditional and contemporary pedagogical techniques can significantly improve students' creative abilities. Additionally, the study emphasizes the importance of using technological tools such as music composition software and virtual learning platforms. The research concludes that a well-structured methodology combining innovative and classical teaching approaches is essential for developing the creative skills of future music educators. These insights can contribute to curriculum development and improve teaching practices in music education.

Keywords: music, expert, education, training, skill, value, creativity, motivation, nationality, creative skills, music education, teaching methods, digital tools, improvisation, interdisciplinary approach.

INTRODUCTION.

In the world, extensive work is being done to create a higher education system that meets the requirements of the International Education Standard Classification (IEST). Special attention is also paid to creative skills that should be developed in future specialists during the education process. For example, in Japan's "Fundamental Law on Education"¹ educational institutions are tasked with the mission of building a nation that adheres to the ideals of peace and humanity. In the document called "Qualities of an ideal Japanese boy and girl" developed for educational institutions, the task of forming 16 qualities in Japanese youth is defined. 16 virtues are divided into 4 groups. These are:

- 1) personal qualities: freedom, individuality, independence, control of one's desires, possession of a sense of piety (respect);
- 2) qualities characteristic of the head of the family: the ability to turn one's home into a place of love, happiness and education;
- 3) social qualities: dedication to one's work, contribution to the well-being of society, creativity, respect for national (social) values;

¹ Железняк О.Н. О принятии в Японии нового основного Закона об образовании. – Владивосток: Изд-во института Дальнего Востока РАН, 2009. – 240 с.

4) citizenship qualities: being loyal to the motherland, valuing state symbols, social activity, possessing the best national qualities.

In the United States' "America-2000: Education Development Strategy (1991)" program, honesty, consistency, accuracy (impartiality) and personal responsibility were given priority as qualities characteristic of a mature person. Also, it is planned to develop 60 basic virtues in young Americans, such as courage, selflessness, stability, determination, diligence, empathy, and tolerance. American pedagogues include the skills of independent learning among the main tasks of educational work. Formed practical skills are required for effective and responsible influence on the life of society and political processes in the future. Therefore, these skills should be taught from the initial stages of the formation of the learner's personality and continue at all stages of education. Admission in educational institutions of the USA Forms of educational work done by carefully listening to the interlocutor and his teaches to listen to thoughts and ideas in a friendly and critical manner, to resolve conflicts, to come to a compromise and reach a mutual compromise. In this situation, tutors conduct social surveys from electronic resources and through their personal contacts. In this way, students are taught to actively participate in reforms in their country.

METHODS.

In the educational doctrine of Great Britain, it is considered necessary for every person to have individual personality qualities. Therefore, being responsible for one's own actions, perspective of self and others special attention is paid to such qualities as caring, thinking about how one's actions affect others, thinking first and then making a decision, and defending one's point of view. The French curriculum is known for its emphasis on critical thinking and problem-solving skills. Students' independent thinking and development of their own ideas will be useful in their future professional activities. French education emphasizes developing these skills, encouraging students to question assumptions and analyze information. This skill set is invaluable in any field as it helps students make informed decisions and solve complex problems. In addition, the French education system emphasizes creativity, which helps students develop their imaginations and develop a love of learning. Collaboration is encouraged through group projects and discussions, allowing students to learn from each other and develop interpersonal relationships.

French education encourages creativity, allows students to develop their ideas and explore their imaginations. Emphasis on collaboration and creativity helps create a dynamic learning environment where students can interact, exchange ideas, and develop their knowledge and skills. In addition, the French education system provides students with access to a variety of resources such as libraries, museums, art galleries, and cultural tours that help them further explore and develop their ideas. The French curriculum is known for its emphasis on critical thinking and problem-solving skills. Students' independent thinking and development of their own ideas will be useful in their future professional activities. French education emphasizes developing these skills, encouraging students to question assumptions and analyze information. This skill set is invaluable in any field as it helps students make informed decisions and solve complex problems. In addition, the French education system emphasizes creativity, which helps students develop their imaginations and develop a love of learning. Collaboration is encouraged through group projects and discussions, allowing students to learn from each other and develop interpersonal relationships. French education encourages creativity, allows students to develop their ideas and explore their imaginations. Emphasis on collaboration and creativity helps create a dynamic

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The Internet has become an important tool for teachers to update their knowledge for use in their classes (90%), prepare handouts and materials (89%), and search for teaching materials (87%). Only half (53%) of teachers say they allow their students to use a wide range of technologies (videos, mobile phones, cameras, curriculum, etc.) for learning.

The modernizing Uzbekistan is rapidly developing all sectors. Based on the decree of the President of our Republic No. PF-60 dated January 28, 2022, paragraph VI of the development strategy of New Uzbekistan for 2022-2026 is called "Conducting a fair social policy, development of human capital", in which the quality of education in schools raising, bringing the knowledge and skills of pedagogical personnel to international level, introducing young people to the world of art and establishing free clubs for this purpose, improving the quality of education in schools, raising the knowledge and skills of pedagogic personnel to international level it is planned to take out, to reach 50% coverage level with higher education and to increase the quality of education.²

Based on the analysis of foreign experiences, it was concluded that it is necessary to develop the technology of developing the creative skills of future music teachers.

As long as the future music teacher acquires all the knowledge from the subjects and can apply them in a practical way, he can be considered to have sufficient knowledge, skills and qualifications in these subjects. During the student's pedagogical activity, the types of activities of classes in primary classes:

1. "Singing as a choir.
2. Music literacy.
3. Listening to music.
4. Performing movements to the music.
5. Accompanying children on musical instruments...

In middle classes, music lessons are conducted on the basis of three types of activities:

1. Singing in chorus.
2. Music literacy.
3. It is important to be creative in organizing such things as listening to music.³

It is natural that the development of creative skills through theoretical, practical and creative knowledge in a higher educational institution will create a foundation for his formation as a potential pedagogue in the teaching profession in the future. Taking into account that all types of lesson activities require musical-theoretical, vocal, and instrumental knowledge, developing creative skills during the bachelor's period shows an effective result for the future music teacher to have a creative approach to the processes in each type of activity. Lessons can be organized in traditional or non-traditional form. In traditional lessons, clear concepts are conveyed, it is easier for the teacher to control the classroom environment, and it is possible to

² Decree of the President of our Republic No. PF-60 dated January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022-2026".

³ Sharipova G, Najmekdinov G'. "Practicum of music teaching methodology". Study guide, "Turon-Iqbal" publishing house. Tashkent., 2014. Page 11.

use time effectively. In non-traditional classes, the subject is mastered well, communication is at a high level, and students develop critical and logical thinking skills. The disadvantages are that as a result of the full control of the teacher in traditional classes, the students become slower and their communication skills do not develop. In non-traditional classes, the lack of control and the need for a lot of time appear as a disadvantage.

While non-traditional classes include “lecture, elective, seminar, laboratory, excursion, debate, round table, quiz, press conference...”, classes in higher education institutions are mainly organized in the following forms: lectures, seminars, laboratory exercises, practical trainings, participation in open lectures, preparation of lectures, discussions, etc. In the lecture, science is conveyed to students orally. Through this, the student understands the essence of science. While the knowledge acquired in the lecture is studied in depth during the seminar sessions, the laboratory and practical sessions are mainly focused on their practical application. Demonstration methods mainly develop students' effectiveness in learning by combining hearing and vision. Students studying in the field of music education of higher educational institutions of pedagogy bring all-round education as future music teachers. Their ability to fully convey their knowledge to young students in their future activities, and their ability to develop acquired skills and qualifications in general secondary school students depends in every way on their pedagogical skills, professional competence and creativity. is liq. They acquire and master these aspects on their own in higher education. It is necessary for a pedagogue to “constantly analyze his work and have a critical attitude towards it.”⁴

Since the effectiveness indicators of the lessons are inextricably linked with the degree to which the basic and subject-related competencies of the teacher and the student are acquired and developed, working on these abilities of the future pedagogue is considered the main task. Only when the student can fully understand the essence of the concept of competence, the goals and tasks before him, it is possible to fully reveal and develop these qualities.

There is almost no area where the concept of creativity has not penetrated today. Creators of any direction of art, which has a high impact on people, are trying to be creative. Traditionalism, monotony, or boringness slow down any norms of human acceptance, hinder the expansion of knowledge and imagination, and it is precisely the modern pedagogue who needs to be creative. Because the pedagogue is also an artist, a true exemplary artist who can strongly influence the child's mind and psychology, expand the scope of knowledge, enrich his world of thought and creativity.

RESULTS.

As a result of rapid response to changes in state educational standards, introduction of new methods and forms of work, attention is paid to the change of the student. Realizing the importance of these approaches requires paying attention to the future teacher's creative activity in the process of professional training. Creativity comes from the Latin “creatio” - “creation”, “creative” - “creator”, “creator” and is interpreted as the emergence of creative abilities in the personality. For the first time in the history of mankind, the concept of “creativity” was used by D. Simpson in 1922. This term refers to a person's ability to let go of stereotypical ways of thinking. Later, theoretical and practical studies of creativity were conducted by J. Guildford,

⁴ Askarova M., Khayitboyeva M., Nishonov M. Pedagogy. "Talqin" publishing house. Tashkent., 2008. Page 37.

who associated the term “creativity” with a special type of thinking - divergent thinking (from Latin Divergere - “separation”).

Creativity is often associated with the phenomenon of a person creating something new that has personal or social value. Scientific interest in the study of creativity can be observed in various fields - psychology, pedagogy, sociology, philosophy, economics, engineering and other disciplines.

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“The importance of the demonstration method is to encourage students to perceive the things and events being studied emotionally, to follow and observe them, to be sure of the unity of logical and theoretical elements, and finally to be able to apply theoretical knowledge in practice”⁵ Written exercises in practical methods, laboratory , creating a program, solving problems, completing tasks, etc. are used. In these methods, theoretical knowledge is tested in a practical way and applied to activities. In addition to such methods, “problematic research methods” are used in educational processes, which teach students to think, to approach creatively, and to increase their interest in science. Creative skills do not develop by themselves. Their manifestation in human activity is characterized by the content of the behavior performed by him. In this process, each student should fully understand his duties, be active in all aspects, be able to react to pedagogical events and events, and be able to harmonize his personal qualities with the audience. It is known that the formation of a creative personality is one of the priorities of pedagogical processes today. Development of creative skills in a student is a multi-stage, complex process that requires a technological approach to this process. A technological approach to the development of creative skills of a future music teacher requires its purposeful and rational organization. Forming a creative personality and developing these skills in him is the order of the state and society for continuous education.

The development of this ability in the future pedagogue requires an existing basis in connection with the specific tasks facing this process. The basis of the process aimed at solving these tasks is the educational activity of the pedagogue in connection with the expected results and methods of achieving them, planning that requires modeling of the methods of achievement, implementation of the developed plans and models, management of the activities of people in this framework. Creativity cannot be mastered by training, existing creativity can be developed. For this, “it is necessary to determine the characteristics of an individual person, to have the necessary skills, to face a problem, to create a special environment.”⁶

⁵ Ibragimov H. Abdullayeva Sh. Theory of pedagogy. Science and technology publishing house. Tashkent. 2008. Page 226.

⁶ Ilyin E.P. Psychology of creativity, creativity, giftedness // E.P. Ilyin. – St. Petersburg: Peter, 2011. – 433 pp.

Through creativity, the child not only learns real events and behavior in an artistic form, but also changes himself as a person with a certain social, moral and aesthetic attitude. The sequence of stages in the teacher's creative process can be structured as follows:

- the emergence of a pedagogical concept aimed at solving a pedagogical problem - concepts in solving the reality, methods, technologies, factors of the educational process in general, which it considers to be a problem in its field;

- development of thought - after concepts appear in the process of thinking, thought develops in the analysis of pedagogical processes through necessary, unnecessary, necessary, unimportant, etc.;

- analysis, evaluation of the results of creativity and directing pedagogical tools to it - after a creative approach, the effectiveness is evaluated to a certain extent according to the analysis of its results and, accordingly, new ideas or existing tools are directed to the next creative process.

It is necessary to pay attention to one point, that it is impossible to be creative without facing the essence of creativity, its aspects and various parameters in the process of passing through various stages of creativity. As today's student is becoming a future music teacher, the development of his creative aspects in the educational and practical work of the student during the bachelor's period, as well as in his future pedagogical activities, is a unique, new approach, uniqueness. is effective in dealing with aspects. After all, in the rapidly developing world, modern, progressive, creative, creative personnel of education plays an important role in determining its progress. It is appropriate for such pedagogues to develop creative aspects in their work right from the Higher Education Institution.

DISCUSSION.

As the student gets acquainted with various subjects, types of training sessions, lesson forms, and methods in the course of studying in higher education, he is able to apply the knowledge and skills he has acquired in the future pedagogical activity. spontaneously tries to approach lessons creatively with conclusions. In music culture lessons of general secondary education, each student and lesson strives to be creative, taking into account the uniqueness of each lesson. It is important to determine and develop the professional skills, knowledge and skills of future music teachers who are studying in the pedagogical directions of higher education institutions, especially those who are acquiring creative and theoretical knowledge, and their creative approach to processes.

While the goal is to develop the creative skills of the future music teacher, it is also important that the studied subjects are mastered in such a way that they can provide knowledge that the teacher can rely on in organizing and conducting lessons in the pedagogical activities of the future. attention should be paid.

Competencies formed through musical-theoretical, vocal and instrumental performance subjects should first of all be effectively "used" in the lesson, the goal of achieving the formation of subject-related competences in students as a means of these subjects, to pay attention to which subjects are the leaders in the activity. encouraged. That is, the types of lesson activities in the subject of music culture of general secondary schools and the connection of the subjects and directions acquired by the student at the higher educational institution, which of the creative skills developed by the pedagogue It allows us to better understand what is the most basic in the type, which direction is the most necessary in the development of this skill. Taking into account that being a creative pedagogue is a guarantee of positive results in the organization of lesson

activities, in the formation of knowledge, skills and competencies in children through the activity type, which aspects of the future music teacher's creative aspects should be learned from the lesson activities taking into account that it will be more accessible, as a way to achieve the intended result in improving the student's creative skills through the means of science, the lesson is an activity. The type-creativity parameter-creative skill-leading science relationship was systematized. Taking these connections into account, it was concluded that it is important to develop the creative skills of future music teachers.

CONCLUSION.

Therefore, creativity is one of the important factors in the high efficiency of lessons, in the delivery of knowledge in a memorable and solid way, in the formation and improvement of competencies. As one of the teacher's tasks is to create the ground for the students to show their creativity, the formation and improvement of creativity aspects of the future pedagogue is considered a feature that should be paid attention to from the student years.

If the future music teacher takes a creative approach to the processes of improving his professional competences, it is possible to achieve the development of both professional competences and creativity of the student.

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