

## Mechanisms of Improving the Ethnopedagogical Culture of the Future Music Teacher

**To'xtasinov Abror Rustamovich**

Namangan State University "Theory and History of Pedagogy", the main doctoral student of the department

**Abstract.** In this article, there are comments and discussions about measures and mechanisms for further improvement of ethnopedagogical culture of future music teachers in the process of music education in the higher education system.

**Key words:** Educational system, music education, ethno-pedagogical culture, mechanism, methodology, educational activity.

Today, we will be able to observe the effectiveness and results of education that extensive reforms are being carried out in the higher education system. But the role of ethno-pedagogical culture in educating future pedagogues as perfect people in all aspects is also important. Improving the ethno-pedagogical culture of the future music teacher is a topic that requires scientific research. Therefore, it is necessary to work on mechanisms to eliminate this problem.

The criteria for a professional pedagogical culture are defined on the basis of the systematic understanding of culture, the distribution of its structural and functional components, the interpretation of culture as a process and result of creative development and the creation of pedagogical values, the technologies of professional and creative self-awareness. personality of the teacher.

I.F. Isaev distinguishes four levels of professional-pedagogical culture formation: adaptive, reproductive, heuristic, creative.

The degree of flexibility - professional and pedagogical culture is characterized by the unstable attitude of the teacher to the pedagogical reality. It defines the goals and tasks of pedagogical activity in a general way. The teacher is indifferent to psychological-pedagogical knowledge, does not have a knowledge system and is not ready to apply it in specific pedagogical situations. Professional-pedagogical activity is built according to a previously developed scheme without using creativity. Teachers of this level do not show activity in terms of professional-pedagogical self-improvement, carry out training when necessary or refuse it altogether.

reproductive level - refers to the tendency of a stable value attitude to the pedagogical reality: the teacher highly values the role of psychological and pedagogical knowledge, shows a desire to establish subject-subject relations between the participants of the

pedagogical process, he shows a high level of satisfaction has an indicator. pedagogical activity. At this level of professional and pedagogical culture development, the teacher successfully solves constructive and prognostic tasks, including goal setting and planning of professional actions.

Standard - decisions in pedagogical situations. Pedagogical direction of needs, interests and inclinations is formed. The teacher knows the need for professional development.

Heuristic level - the manifestation of professional-pedagogical culture is characterized by more attention, stability of ways and means of professional activity. At this level of professional-pedagogical culture, changes occur in the structure of the technological component; the ability to solve assessment-information and correction-regulation tasks is highly developed. The activity of teachers is related to constant research; they emphasize new technologies of education and upbringing, they are ready to share their experience with others. The proposed forms of training are selected, they master the main methods of knowing and analyzing their personality and activity.

creative - level is characterized by a high level of effectiveness of pedagogical activity, mobility of psychological and pedagogical knowledge, confirmation of cooperation and cooperative relations with students and colleagues. The positive-emotional direction of the teacher's activity stimulates the constantly changing, active creative and self-creative activity of the individual. Analytical-reflexive skills are of great importance. Technological preparation is at a high level, and all components of technological preparation are closely related to each other. Pedagogical improvisation, pedagogical intuition, imagination play an important role in the teacher's work and help to solve pedagogical problems. The personality structure harmoniously combines scientific and pedagogical interests and needs. Teachers are interested in improving pedagogical skills and pedagogical culture in different ways. Often, they themselves are the initiators of training, willingly share their experience and actively absorb the experience of their colleagues, they are distinguished by the desire to improve.

### ***Glossary of key concepts***

Pedagogical task - purposeful and meaningful pedagogical situation included in it in connection with the need to know and change reality.

Pedagogical technology is a consistent interrelated system of teacher actions aimed at solving pedagogical problems or the planned and consistent implementation of a previously developed pedagogical process.

Vocational and ethnopedagogical culture is a measure and method of creative self-awareness of a vocational school teacher in various types of pedagogical activity and communication aimed at mastering, transferring and creating pedagogical values and technologies.

Currently, teachers, psychologists, philosophers are developing new approaches to the development of general and professional education.

Due attention has not been paid to professional and pedagogical education for a long time. In Russia, for a long time, industrial-pedagogical technical schools produced masters of industrial education, and teachers. - in industrial and pedagogical faculties of universities. The priority development of the industrial sector during the socialist period led to the

training of specialists with mainly working professions, which in turn determined the teaching staff of the vocational school.

Changes in social and economic conditions in society have disrupted the system of vocational education, which already has complex social, economic and political relations. The reorientation towards market relations disrupted these relations and contradictions and led to the formation of:

- between the objective necessary need for the continuous growth of the educational level and professional competence of the members of the society and educational institutions with disabilities;
- between society's need to train competitive specialists and the low professional potential of teachers;
- between the financial and material resources necessary to improve the professional skills of teachers and masters of industrial education and the real socio-economic situation that reduces the effectiveness of education;
- between the increasing role of advanced pedagogical technologies in activating the professional training of specialists and the absence of special pedagogical education in the vast majority of teachers;
- between the expediency of the training process that develops the personality in the system of additional professional education, which requires a long enough time, and the short duration of the training courses;
- between the need for personnel with high professional qualifications and the lack of development of a mechanism for managing the training of specialists;
- between the need for integration of various parts of the system of training and professional development of professional-pedagogical staff and the existing fragmentation.

The identified contradictions determine the priority tasks of the development of professional and pedagogical education:

- ✓ coordination of professional-pedagogical education programs with the needs of the individual, the needs of the labor market, prospects for the development of the economy, scientific-technical and social spheres;
- ✓ change the content structure of personnel training and update it in terms of quality, taking into account the development of the personal and professional potential of specialists and the transition to advanced education that ensures their mobility;
- ✓ to improve the educational process, to create conditions for professional development and creative activity of a person;
- ✓ development of the system of training, professional retraining and improvement of their qualifications for vocational education, which includes, first of all, the training of pedagogical and management personnel for the system.
- ✓ development of integration of secondary professional and pedagogical education with other stages;

- ✓ expansion of informatization of education;
- ✓ ensuring the use of secondary specialization potential of educational institutions for the development of production and innovative activities, which not only improves the quality of personnel training, but also provides additional sources of financing for the development of educational institutions.

As a system, it includes all the components of the system:

- a) consecutive state education and professional education programs;
- b) a network of educational institutions of different organizational and legal forms, types, types;
- in) state bodies, system management, state-public and public organizations.

The purpose of vocational and pedagogical education is effective self-awareness in the field of primary vocational education and secondary vocational education, implementation of all components of the holistic educational process, o formation of a person with the ability to perform professional and educational functions in teaching. consisting of skilled workers and specialists.

Currently, a number of new factors affect the nature and content of the work of professional-pedagogical staff, among them the change of the paradigm of state education, within which guidelines are being revised.

The main trend in the development of education is to get rid of the technocratic paradigm, to reveal the possibilities of the individual based on the concept of the subject-subject approach, when the person is not the object of learning, but the subject of education. .

The analysis of the real education system that is being formed in our country confirms that it is a combination of traditional and emerging elements of continuous education. There is a process of gradual elimination of elements of traditional education, more and more widespread introduction of ideas and methods. problem-based learning. Continuing professional education is becoming a priority and central direction of the educational policy strategy.

Humanization defines the highest value of a person as a leading trend in the development of society. The task of the pedagogical system of professional-pedagogical staff training is to give a humanistic character to a person's orientation, to prevent his functional illiteracy and incompetence. In this regard, the weight of humanitarian knowledge is increasing, and the cultural and artistic-aesthetic training of specialists is becoming active.

Humanization of education is inextricably linked with greening. Many of man's actions take on a moral significance in relation to the unprecedented sources of energy at his disposal. The need for greening professional education, teaching the method of holistic use of natural resources arises from this.

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