



QUESTION OF STRATEGIC EDUCATION FOR IMPROVING THE PROFESSIONAL METHODOLOGICAL TRAINING OF THE FUTURE MUSIC MANAGER IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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<https://doi.org/10.5281/zenodo.20621427>

Abstract: This thesis examines strategic directions for improving the professional methodological training of future music directors in preschool educational organizations. The main focus is on developing the theoretical and practical knowledge of music directors, applying innovative pedagogical technologies, developing professional development programs, and developing individual development plans. These strategies help enhance the professional skills of future music directors and enhance their effectiveness in working with children.

Keywords: Preschool education, music teacher, professional training, methodological training, innovative pedagogical technologies, practical skills, theoretical knowledge, professional development, individual development,

Introduction:

The goal of the modern pedagogical education system is to achieve the general and professional perfection of a music leader belonging to a new category. Any pedagogical profession is a complex and multifaceted process; therefore, regardless of the field it belongs to, it imposes many requirements on the music director. The goal of all areas of education and upbringing is the upbringing of a harmoniously developed personality. However, in this regard, subjects belonging to the aesthetic category in preschool educational institutions—music, fine arts, literature, and their interconnections—play a key role. In particular, when conducting music lessons in preschool educational institutions, music directors must possess specialized knowledge, skills, pedagogical abilities, and pedagogical mastery.

As the Russian music educator D. V. Kabalevsky noted, when performing his duties in public as a music propagandist, the music director... "makes his main task, whether during a concert in the hall or during a musical lesson, to interest children in music, to attract them emotionally, and to instill in them his love for music."

should not be forgotten for a single minute.

Music education consists of teaching children various types of musical activity, such as listening to music, memorizing songs, performing movements with music, playing musical instruments, reading books about music and musicians, and attending theatrical concerts and philharmonics. The exchange of ideas among children after listening to music is of great educational significance, thereby fostering a spirit of mutual understanding and trust between the children.

Music, by its very nature, depicts the lives of people, their attitudes toward various events, and their inner experiences through various sound colors through artistic images. Music can exert a powerful influence on children's emotions and immerses them in a world of beauty. To achieve this, a music teacher must, first and foremost, love children, know children's physiology, literature, the native language, as well as professional music teaching methodology, piano, vocal textbooks, music theory, solfeggio, rhythmic, and conducting. The role of the

music director in kindergarten life is incomparable. He must be a person with love for his profession, a person of high culture, and a broad worldview.

We consider the period from three to seven years of age to be the preschool period. It is known from experiments that the traces of impressions formed during this period are preserved in children for a lifetime. This is a period when a child grows rapidly mentally and physically, and their desire to know the world and express their attitude toward the environment increases. Therefore, educators and parents must pay serious attention to the comprehensive development of children.

Well-organized musical education by a music director has a positive impact on the development of children as harmoniously developed individuals. The participation and activity of the kindergarten's teaching staff are very important in this work. One of the primary duties of a music director is to conduct music lessons at a level that meets hygienic requirements. Holiday mornings are one of the forms of artistic education for children. The creative approach of the music director to this work and the correct organization of festive and festive events (hours of fun, concerts, festivities, sports holidays, beauty hours, entertainment games, holiday mornings) serve to provide children with spiritual nourishment and enrich their imagination from an early age. The music industry must keep pace with the times.

Along with the ability to use modern technical means and prepare visual aids, he must be a noble, hardworking person who, in accordance with the State Educational Standards (SES) program, thoroughly studies our national music, values, the history of musical instruments, classical melodies, and local styles of Uzbek folk music—such as terma, lapar, yala, and alla—and explains them based on the age of the children. It is also important that he applies new pedagogical technologies to music lessons and keeps pace with the times.

Improving the professional and methodological training of music directors in preschool educational organizations is one of the important directions of the modern education system. This will serve to define the strategic directions of the process, increase its effectiveness, and ensure high-quality training for music directors.

The theoretical training of future music directors is of great importance in their professional activities. Future music directors must possess deep and comprehensive theoretical knowledge. These include music theory, pedagogy, psychology, child development, and other fields. The following strategies can be implemented in this direction:

- Teaching scientific literature: providing scientific literature and textbooks in the fields of music theory, pedagogy, and psychology.
- Theoretical seminars: organizing seminars on topical issues of music theory and pedagogy.
- Scientific research: involving future music directors in scientific research and encouraging them to write scientific articles.

The development of practical skills is an important part of the professional training of future music directors. The following strategies can be implemented in this direction:

- Practical classes: playing musical instruments (learning to play the piano, guitar, violin, and other musical instruments), vocal exercises (developing skills in proper breathing, sound production, and notation), and organizing practical choral works (organizing and managing a children's choir).

- Music lessons: observing and analyzing music lessons, collaborating with experienced music directors, and organizing exchange programs among music directors.

The implementation of innovative pedagogical technologies expands the opportunities for music directors to utilize modern methods in the educational process. The following strategies can be implemented in this direction:

Interactive teaching methods: use of electronic textbooks, interactive programs, and multimedia tools.

- Information and communication technologies: expanding the use of information and communication technologies in teaching.

- Innovative methodological seminars: organization of seminars on teaching new pedagogical methods.

Professional development programs - professional development programs facilitate the continuous learning and development of music directors. The following strategies can be implemented in this direction: organizing continuous professional development courses, involving future music directors in various certification programs, and conducting internships for music directors in various organizations to improve their qualifications.

Developing individual development plans ensures that each music director is trained according to their individual needs and abilities. It is necessary to develop and monitor individual development plans for each student, mentoring new entrants by experienced music directors, and regularly monitoring and analyzing the professional development of each music director.

Summary:

In conclusion, it can be said that the strategic directions for improving the professional and methodological training of future music directors in preschool educational organizations lay the foundation for their effective and high-quality activities. This process can be carried out by improving theoretical knowledge, developing practical skills, introducing innovative methods, and updating curricula and programs. As a result, music directors will be more effective and competent in providing music education to children. Through theoretical and practical training, the implementation of innovative technologies, and the development of professional development programs and individual development plans, music directors will have the opportunity to provide quality education and upbringing to children.

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