

# **FUTURE MUSIC TEACHERS IN PEDAGOGICAL UNIVERSITIES CAUGHT UP IN GAMING TECHNOLOGY IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCE PLACE**

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**Annotation:** The content of this article is devoted to the role of gaming technologies in the development of professional competencies of future teachers.

**Key words:** competence, game technology, music teacher, development.

Resilience to strong competition, which is a priority in the labor market in a market economy, requires every specialist to have professional competence and to constantly increase it. So what is competence? What qualities are reflected in the basis of professional competence? What qualities of competence should a teacher be able to describe? What is the role of play technologies in the development of professional competence of future music teachers in pedagogical universities? At this point, we intend to talk about these and similar ideas.

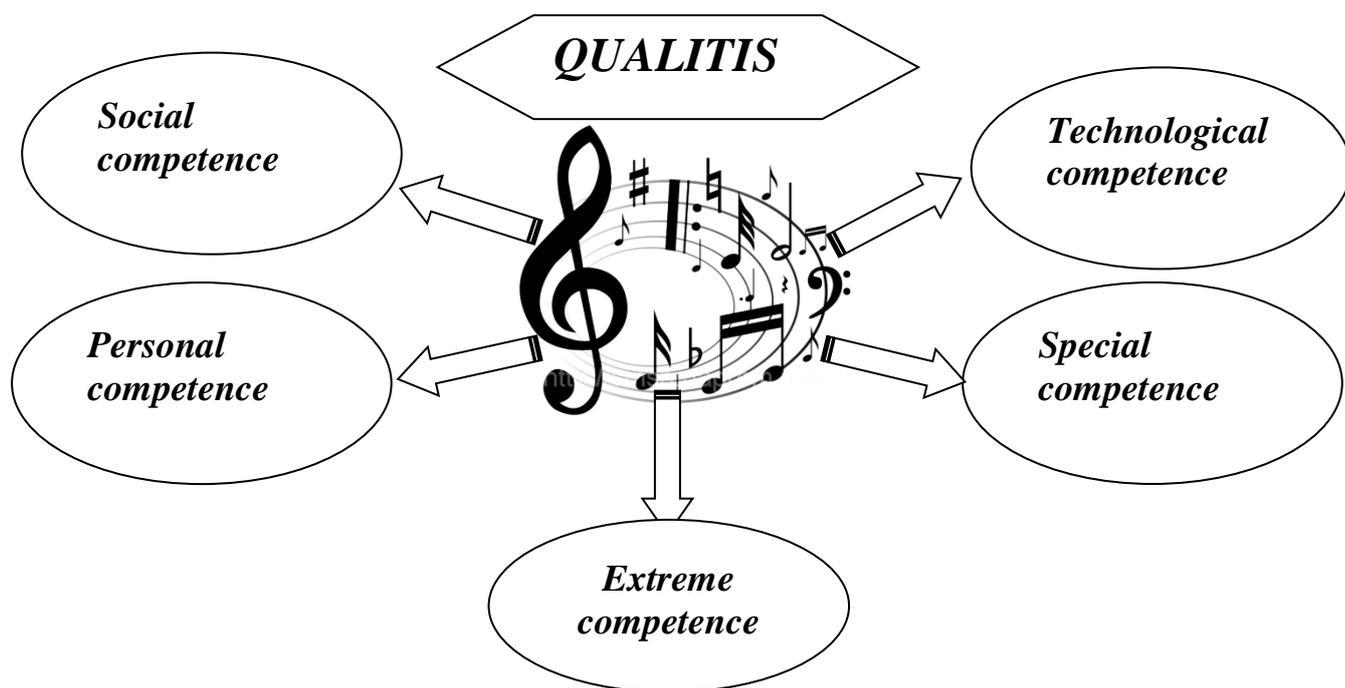
The English word "competence" literally means "ability". The content means "effective use of theoretical knowledge in practice, the ability to demonstrate a high level of professionalism, skill and talent." The concept of "competence" has entered the field of education as a result of research by psychologists. From a psychological point of view, competence is "the ability of a specialist to behave in unusual situations, to communicate in unexpected situations, to communicate in a new way in dealing with competitors, to perform vague tasks, to use conflicting information. having a plan of action in complex processes". Professional competence does not mean the acquisition of specific knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent area.

*Professional competence is manifested in the following cases:*

- in complex processes;
- when performing indefinite tasks;

- be able to have a contingency plan.

*Based on professional competence, the following qualities are reflected:*



**Figure 1. Qualities of professional competence**

The following is a brief description of the nature of the qualities reflected in professional competence.

**1. Social competence** - the ability to be active in social relations, the acquisition of skills, the ability to communicate with the subjects of professional activity.

**2. Special competence** - preparation for the organization of professional and pedagogical activity, rational solution of professional and pedagogical tasks, realistic assessment of results, on the basis of this competence psychological, innovative and communicative competence. They have the following content:

**a) psychological competence** - a healthy psychological environment in the pedagogical process with students and other participants in the learning process organization of positive communication;

**b) methodological competence** - methodologically rational organization of the pedagogical process correct definition of methods of teaching or educational activities, methods and the appropriate means, to apply the methods effectively;

**d) information competence** - necessary, important, necessary, useful in the information environment search, collect, sort, process, and target data use;

- e) **creative competence** - critical and creative in relation to pedagogical activity approach, ability to demonstrate their creative skills;
- f) **innovative competence** - improving the pedagogical process, education new to improve the quality, increase the efficiency of the educational process to put forward ideas, to successfully implement them in practice;
- g) **communicative competence** - all participants in the educational process, including sincere communication with students/
- 3. Personal competence** - consistent achievement of professional growth, professional development, demonstration of internal capabilities in professional activity.
- 4. Technological competence** - mastering of advanced technologies, enrichment of professional and pedagogical knowledge, skills and abilities, use of modern means, techniques and technologies.
- 5. Extreme competence** - the ability to make rational decisions, to act correctly in emergencies (natural disasters, technological process failure), in the event of pedagogical conflicts.

For future music teachers in pedagogical universities, it is important to work on themselves and develop themselves in order to gain professional and pedagogical competence. Tasks of self-development are determined by self-analysis and self-assessment. Modernization of pedagogical higher education institutions and their music educational process, improving the quality and monitoring system of pedagogical training, equipping future teachers with modern professional knowledge, skills and abilities, providing them with acmeological motivation for professional activity Formation is one of the important tasks in the process of formation of professional training of pedagogical specialists. The experience of developed countries, in particular, the United Kingdom, Australia, Switzerland, Germany, Malaysia, Canada, shows that the main task of vocational education is to develop students' intelligence and logical thinking, based on the specifics of the chosen specialty. On the basis of this task, the professional training of students will be provided. Based on the analysis of the above scientific ideas, it

can be said that the professional competence of a future music teacher in pedagogical universities is formed and manifested in the process of practical activity. The professional competence of the teacher in the organization of the process of music education is reflected in his teaching activities, the effective use of innovative educational technologies, the consistent use of play technologies, as well as the ability to resolve pedagogical conflicts. The theory of game technology is directly related to the theory of pedagogical technology in general. Game technology has been developed by renowned psychologists L.S.Vigodskiy, A.N. Leontev, P.Ya. Theoretically based on the work of Galperins.

Game technology is a practical tool for shaping the personal qualities of future teachers. Game technology as a means of knowledge and teaching developed rapidly in the 1920s. Imitation games became the basis for game technology as a means of learning. A.A. Verbisky considers game technologies as a sign-contextual form of teaching. According to him, training in game technology activity and future professional activity are interrelated as a model or its prototype, as some artificial and natural system. Although game technologies take different forms, they are all aimed at a single goal in terms of their content, that is, they deepen and expand students' theoretical knowledge, develop the ability to independently and effectively use the acquired theoretical knowledge in practice. It prepares them for the organization of socio-economic relations, the formation of social activity, the formation of mature moral qualities, the development of a perfect person with a deep and sound mind, a broad outlook. Game activity is dedicated to the performance of certain functions. They are as follows:

- charm
- realize their potential
- treatment
- diagnosis
- Interethnic communication

In the process of music education, game technologies are used in the form of didactic game lessons. In these classes, students' learning is coordinated through

play activities. For this reason, lessons that combine students' musical learning activities with play activities are called didactic play lessons.

**According to the didactic purpose, games are divided into:**

- musical education
- music-strengthening games (creative, business, entrepreneurial);
- Games that repeat the music educational material;
- knowledge control games (Intelligence, intellectual ring, competition).

Didactic games allow you to infinitely repeat and change the methods of play, to add to it a variety of innovations. As a result, the game allowed the skills to be uniform and strong, and to be able to listen to and follow each of its rules<sup>1</sup>. Didactic games serve the purpose of teaching music and are conducted in an interesting and understandable way. Prospective music teachers practice hard to win, they get used to doing every task, and as a result they become more interested in didactic tasks. Didactic games help to better understand the purpose of the music lesson, the goals and objectives of each exercise. Experience has shown that didactic games help to cultivate harmony and discipline, because each game is associated with the desire to win and requires strict and consistent adherence to the terms and conditions of the game. reaches "Find the right composer!", "Set the right function to the tune!", "Fill in the missing notes in the play!", "Find the correct answer!", "Make a ladder!", "Determine the right tone!", "Divide the tempo into correct groups! During such games as "Create a CASE on the topic", future music teachers should be involved in the norms and values of society, adapt to the environment, control passions, self-government, communication. They learn.

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<sup>1</sup> Avliyaqulov N., Musaeva N. Pedagogik texnologiyalar. T., 2008 y. 66 bet