

**THE STRUCTURE AND CONTENT OF PROFESSIONAL PEDAGOGICAL
COMPETENCE OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS****Boybabaev Dilmurod Mamirjanovich**

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Abstract. This article discusses the structure and content of professional pedagogical competence among students of higher educational institutions.

Keywords: music, person, education, upbringing, perfect human being, melody, methodology, notation, composer, pop music, national pop music.

The analysis presented above, devoted to the professional and pedagogical competence of teachers, still does not allow us to clearly “link” its formation to the process of preparing all structural components. Such a methodological shortcoming, for example, prevents the design of the educational process for future music teachers in a way that directs it toward developing components of professional and pedagogical competence.

In our opinion, one of the useful approaches is to consider professional and pedagogical activity as a unified process. This makes it possible to connect the structure of readiness with the structure of professional and pedagogical competence, while the demonstrated level of readiness can be regarded as a certain indicator of professional and pedagogical competence.

The professional and pedagogical qualification of higher education students is an integral, holistic education of a teacher’s personality. It is a multi-level phenomenon that includes value–motivational, emotional–volitional, operational–effective, personal, and creative components.

Value orientations are among the main “global” characteristics of a person. Their development is one of the main tasks of humanistic pedagogy and one of the most important paths for the development of society. They play a vital role in socially regulating the behavior and relationships of the student–personality, expressed in value orientations and manifested in goals, ideals, beliefs, interests, and other forms. The system of value orientations shapes the meaningful side of the individual’s orientation and expresses the internal basis of his or her attitude toward reality.

The values of pedagogical activity are understood as the teacher’s abilities that serve as a guide for his or her social and professional activity aimed at solving socially significant problems, while simultaneously allowing the teacher to satisfy personal needs. When these values are internalized by students, their motivating force becomes internal and meaningful. Therefore, we consider it important to include the values of pedagogical activity in the educational process of pedagogical higher education institutions. Pedagogical theory becomes a personal need through a process of external manifestation — that is, through creative interaction with the environment and the creation of new educational objects.

During the research, we found that a modern future teacher's pedagogical activity is characterized by the following key values:

- **Values associated with social recognition** (the social significance of teaching work, the prestige of professional activity, recognition by family, friends, and colleagues);
- **Values related to the need for communication** (constant interaction with students, receiving their affection and respect, opportunities to communicate with interesting people, parents, and colleagues, and the exchange of spiritual values);
- **Values of self-improvement** (developing creative abilities, engaging in spiritual culture, working on a beloved subject, and constantly enriching one's activity);
- **Values of self-expression** (the creative and diverse nature of teaching work, the romance and attractiveness of pedagogical activity, and its correspondence with personal interests and abilities);
- **Utilitarian–pragmatic values** (self-affirmation, interpersonal relations, career growth, promotion opportunities, long vacations).

In recent years, music pedagogy textbooks have paid special attention to the **axiological aspects** of pedagogical activity. Pedagogical values not only allow future teachers to satisfy their personal needs but also serve as a guide for their social and professional activities directed toward achieving humanistic goals.

Professional and pedagogical orientation is expressed in the teacher's value-based attitude toward the profession, stable interest in it, and the need for its realization. This orientation allows for the prospective design of the content and development of professional activity. The direction of a future teacher's personality manifests itself throughout his or her professional life and in individual pedagogical situations, determining his or her behavior, logic, and overall image as a person.

The development of pedagogical orientation depends on the teacher's motivation — interest in the subject of work and in the psychology of students as personalities. Motivation is the driving force that defines the essence of educational activity; it is determined by the individual's system of value orientations. Values arise and are realized in a person's relationship with the surrounding world and with others, defining the central position of personality and regulating behavior.

A future music teacher's professional and pedagogical competence, as we have determined, is primarily characterized by orientation toward people, individual and personal relationships with communication partners (students), and connection with art as a subjective means of communication. Its main features include awareness of motives, psychological readiness for pedagogical and musical activity, readiness for pedagogical communication and artistic interaction, and a constant interest and need for musical–pedagogical work. Under specially organized conditions, this orientation becomes an integral quality of the individual.

The **formation of motivational–value attitudes** toward the profession consists in transforming socially significant values into personally meaningful ones and realizing them directly in the process of pedagogical activity. The values of professional–pedagogical activity, once

internalized, regulate the student's behavior and activity from within. For the teacher, the leading values in professional activity are the personality of the student and his or her personal, intellectual, and spiritual development. For the music teacher, understanding the special role of music in shaping the spiritual world of the individual is essential, as music remains a reflection of universal human values.

Pedagogical goals correspond to the motives that arise from the needs realized in the activity. Among the hierarchy of needs in pedagogical work, the leading ones should be self-development, self-control, and self-improvement, as well as the development of the teacher's personality. The teacher should understand that the level of student development is connected to the degree of his or her own professionalism. Interests, value orientations, and belief systems are the strongest motivators.

Belief is a conscious need that drives a person to act in accordance with his or her value orientations. The system of a student's beliefs performs a worldview function and represents the motivational–attitudinal sphere of the personality. For future music teachers, this includes a humanistic, aesthetic worldview based on trust, empathy, and love for music and students.

A person's attitude toward certain values reflects acceptance or rejection of those values — an individual's subjective relationship with them. This relationship is defined by motives that determine the person's connection with different aspects of reality. The motive encourages a person to define goals and engage in activities to achieve them.

Motivation is the internal driving force that stimulates activity directed toward satisfying specific needs. Activity becomes meaningful when its motives are understood and consciously accepted.

The **motivational–value component** of professional–pedagogical competence is linked to the **cognitive–indicative component**, which includes theoretical knowledge and intellectual readiness for activity. A teacher's scientific knowledge serves two purposes: as the methodological foundation of professional work and as the basis for practical actions.

A music teacher's professional and pedagogical mastery is inseparable from knowledge in the fields of art and communication. The intellectual activity of students largely depends on the breadth and depth of their knowledge in artistic and communicative culture. Insufficient knowledge of musical phenomena reduces the ability to perceive, understand, and evaluate music aesthetically. Musical education, therefore, is essential for developing musical taste and artistic consciousness.

In **modern music pedagogy**, the approach to professional–pedagogical knowledge has evolved. The development of digital technologies requires a conscious analytical approach to musical works, taking into account their expressive means, structure, and stylistic features. Music education must therefore provide students with both general and specific knowledge:

- Generalized knowledge that contributes to understanding the integral concept of music;
- Knowledge revealing the creative principles of composers and performers.

Modern music education also includes understanding the origins and characteristics of musical styles, genres, and technologies, such as electronic music.

The **special methodological preparation** of future music teachers should aim to develop independent methodological activity based on acquired knowledge. Pedagogical theory recognizes that professional pedagogical knowledge includes methodological, theoretical, and practical dimensions that interact with each other.

In accordance with **state educational standards**, every specialization must meet general requirements for content and expected competencies, ensuring that graduates possess the necessary knowledge, skills, and personal qualities.

Modern teachers must not only constantly update their knowledge but also engage in research activities. The nature of educational challenges has evolved from practical to theoretical and methodological, requiring systemic understanding and reflective thinking. Mastery of research methodology and the theory and technology of professional creativity enables teachers to effectively solve pedagogical problems.

Methodological knowledge plays a crucial role in developing a teacher's theoretical thinking, helping to organize research, define problems, select data, and justify conclusions. Such knowledge becomes the foundation for creative professional activity.

Pedagogical creativity, supported by strong theoretical and methodological knowledge, allows teachers to develop their professional potential fully. Many researchers note that broad theoretical and methodological knowledge increases the teacher's capacity for conscious, purposeful creativity.

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