

## Opportunities To Develop The Cognitive And Creative Abilities Of Future Music Teachers On The Basis Of The Acmeological Approach

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**Abstract:** This article discusses the possibilities of developing cognitive and creative abilities of future music teachers in the higher education system. Also, in the article, scientifically based opinions are presented about the levels of mastery of pedagogical cooperation opportunities of future music teachers, the possibilities of mastering advanced pedagogical experiences, the acquisition of professional skills related to the design of the educational process based on the cooperation of advanced teachers in the process of pedagogical practice.

**Key words:** education, upbringing, Higher education, principle, competent teacher, pedagogical skills, society, worldview, innovation, factors, tools, acmeological approach, educational process, project.

The rapid pace of socio-historical development, the content of social events, active implementation of achievements in the field of education bring to the agenda the need to decide on a unique approach to the development of cognitive and creative abilities of future music teachers.

From this point of view, forming the professional competence of future music teachers based on the acmeological approach, increasing their innovative, creative potential is considered one of the priority issues. The possibilities of developing the cognitive and creative abilities of future music teachers in the higher education system are extensive, and they are of great importance in the implementation of the following tasks from a scientific, theoretical and practical point of view:

- arousing the interest of students and young people in art;
- formation of the culture of listening to music and singing as a team;
- achieve theoretical knowledge by applying it in practice on musical instruments;
- education of musical literacy and musical creativity;
- formation of self-assessment and self-expression skills;
- formation of musical instruments, musical activities, creative activities;
- educating students in the spirit of respect for national customs and traditions, leading them to become mature, high-moral pure people in all respects;
- formation of the need to understand the historical, cultural and national features of the Karakalpak people in students and young people;
- directing students to music according to their ability and interest;
- formation of creative qualities in students;
- inculcating qualities such as humanity, loyalty to the people, politeness in students. [7]

We know that musical education is a means of aesthetic education that has a special psychological and emotional effect on the human nervous system, as well as forming the culture of society and public education. It is necessary to deeply understand the concept of musical education in the development of cognitive and creative abilities of future music teachers in the higher education system.

Music culture lessons in general secondary schools serve as an important tool in forming students' aesthetic taste and culture. In the course of music education, students get acquainted with the rules of singing and musical instruments in the first grade, in the second grade they get to know noisy sounds,

note sounds, in the third grade they get to know more about the work of composers, and the culture of singing solo is formed.

The development of cognitive and creative abilities of future music teachers on the basis of the acmeological approach, which is recognized as the basic concept of our article, depends to a large extent on achieving coherence in educational and educational activities - interdisciplinarity and connection, the disclosure of theoretical ideas based on real life examples.

Also, in the process of developing cognitive and creative abilities of future music teachers, it is necessary to pay attention to the following: studying the interaction and relations of the developing person with the objective existence as a holistic phenomenon; to ensure the quality of future activities of each learner as a result of striving for personal and professional excellence, achieving improvement of his personal and professional qualities, achieving success, raising his maturity and cultural level, and self-development based on spiritual and moral values; organizing interesting and productive creative activities of future teachers, recognizing the ability of each learner, recognizing their successes by team members, having a sense of completeness and being able to satisfy their needs, mastering communication skills and social experiences that allow cooperation with creative groups . [2]

More attention should be paid to the development of schoolchildren's aesthetic abilities, instilling in them national and universal values, and the ability to correctly understand and appreciate works of art. For this, it is necessary to pay special attention to the formation of students' interest in science, aesthetic qualities, needs, and interests in music lessons. The need to develop cognitive and creative abilities of future music teachers in higher education is determined by a number of social, economic, psychological and pedagogical factors. It should be noted that the system of developing cognitive and creative abilities of future music teachers includes a very complex number of components (musical pedagogy, practical and theoretical, methodological, conductor, vocal-choir, instrumental education). At the same time, an integrated approach is needed to develop the cognitive and creative abilities of future music teachers, which is a modern level of pedagogical science. [1]

We know that improving the methodical training of teachers in higher education is an important task of the state and society. On the basis of our scientific research, it can be said that the development of cognitive and creative abilities of future teachers requires the following:

successfully solving the tasks of preparing the subjects of the higher pedagogical education process for professional activity;

development of mechanisms for the conscious development of the subjects of the higher pedagogical education process in their professional activities;

protection and strengthening of health of subjects of higher pedagogical education process;

transferring the process of higher pedagogical education from the traditional mode of operation to the function of professional development of learners;

activation of the desire to know in all subjects of the higher pedagogical education process;

to make thorough mastering of professional knowledge, skills, qualifications and competences an internal need of the subjects of the higher pedagogical education process;

teaching the subjects of the higher pedagogical education process to re-experience the objective existence in a creative way, developing their aesthetic taste and creative activity on this basis.

In our opinion, the main goal of the acmeological approach is to regularly develop the subjects of the higher pedagogical education process, to ensure the social maturity of future specialists, their readiness to determine their personal and professional positions. Based on this goal, the educational process in the environment of modern higher pedagogical education should be enriched with an acmeological approach. In this process, the future specialist will have the opportunity to develop, improve, and strive towards the peak of professional activity.

Based on this, in the modernization of educational content aimed at the successful development of cognitive and creative thinking based on the acmeological approach in subjects of the Higher Pedagogical Education process, it is necessary to take into account the following:

- conducting acmeological diagnostic activities in order to determine the real educational opportunities of the subjects of the higher pedagogical education process, and on this basis, to determine the scope of their educational opportunities, professional inclinations, interests, values, and the scope of knowledge used in future pedagogical activities;

- selection of convenient pedagogical tools that allow the effective development of pedagogical thinking in the educational process; (musical)

- to envisage the creation of favorable educational situations for strengthening the personal and professional positions of the subjects of the higher pedagogical education process, based on giving a wide place to interactive methods and organizational forms of teaching;

- in the development of pedagogical thinking, such as expanding the possibilities of using various forms of tasks, resources and lecture texts of the subjects of the higher pedagogical education process.

Therefore, in order to develop the cognitive and creative abilities of future music teachers, first of all, they should have well mastered the social order facing education: its general and private goals, scientific and technical achievements, the needs of society, and the laws of personal development. For this, they should have stable development of such qualities as creativity, analytical thinking, inclination towards the teaching profession, humanism, the ability to create a cooperative environment, and respect for collective opinion.

It is not for nothing that there is a saying in our people that "it is impossible to build rice". Today, future music teachers are required to solve a number of problems in developing their creative abilities:

- to determine the experience of future teachers' attitude towards students at the level of value in the educational process;

- a creative approach to the preparation of future teachers to design a multi-directional educational process taking into account the individual characteristics of students;

- such as equipping future teachers with conceptual frameworks of the educational process and person-centered learning technologies. [4]

Also, in the development of cognitive and creative abilities of future teachers, special attention should be paid to:

- to introduce future teachers to the specific aspects of designing the educational process;

- to create an idea of the components of the person-oriented educational process in future teachers; inculcating knowledge, skills and competences in students about ways to establish student-teacher cooperation in the process of self-directed education; providing future teachers with knowledge on managing and controlling the learning outcomes of students;

- to create the experience of working as the main subject in the process of person-oriented education in future teachers;

- deepening of students' knowledge about their outlook and activities; to create an opportunity for them to correctly assess their needs, inclinations, habits, and abilities, to help determine their professional inclinations, interests, and abilities;

- expanding students' intellectual activities that serve to determine their professional choices;

- such as instilling in them the desire for self-education, independent education, development and improvement.

It should be noted separately that in developed countries of the world's education system, we observe that various models of teacher training are being followed, which have the character of continuity. In this direction, we can see that industry experts are actively developing new models. The main goal of creating models that exist in practice and serve as an object of research is to increase the quality of education, to create the need for effective creative activity in the process of continuous

education, to stimulate interest in acquiring pedagogical skills and to stabilize the desire to regularly improve one's skills.

Based on this, the development of cognitive and creative abilities of future music teachers in the higher education system includes two interrelated, closely related stages: 1) creative planning of the lesson project; 2) "conceptual thinking skills" in the pedagogical activity of the music teacher in order to achieve better development of students' musical thinking and musical abilities in the design of the educational process organized on the basis of a specific topic.[5]

Designing music lessons based on the acmeological approach relies on two important situations: 1) thinking about the purpose of the lesson, its stages and actions to be performed; 2) to rely on the notes recorded by the teacher in his notebook when creating a specific project of the lesson and to take into account that the lesson is an integrated pedagogical system.

Based on the analysis of pedagogical literature and our practical experience, we can say that the success of the lesson depends not only on the teacher's diligent preparation for it, but also on the students' preparation for the lesson and the successful design of the lesson project, the teacher's creative approach to the organization of the educational process. In the system of lessons on the same subject, preparing students for the next lesson includes: introducing students to the plan of work to be carried out in the next lesson; to introduce students to specific topics or sections of the textbook; such as creating conditions for students to learn experiences that allow them to master new learning materials.

What is required of a music education teacher in order to achieve a good development of students' musical thinking, their musical abilities:

- teaching to independently fill "educational gaps" together with students;
- planning and organization of musical performances and independent activities of students;
- organizing various events with students and encouraging students who participated in the event;
- from various forms of activity organization, including "evaluation" of the educational process by involving students in scientific and creative activities, taking into account their inclinations, characteristics and interests;
- conducting classes in dialogue and discussion mode, creating an environment where students want to express their opinions and musical performances on the topic under discussion, questioning and criticizing their own musical performances not only with each other, but also with the teacher;
- to acquire performance skills and apply them in the educational process;

The above-mentioned requirements are aimed at forming a person who can adapt to the social-political, economic, information-communication space in the training of a future music education teacher with creative competencies. Because a number of social and cultural factors have a direct impact on the quality of education in the current period.

Also, the main goal of developing cognitive and creative abilities of future music teachers is their continuous intellectual, spiritual-moral, physical-aesthetic development. The teacher should conduct research together with the students to achieve the educational goal in the process of person-oriented education. For this, during the professional training process, creativity, analysis of one's own activity, responsibility, tolerance, curiosity, empathy, and professional competence should be stabilized in the teacher.

From the analysis of psychological literature, we know that the development of students' cognitive and creative abilities depends on the mental processes of cognition (perception, thinking, memory), imaginations, thoughts [9] beliefs, emotional experiences and behaviors that are formed in them as a result of joint work activities in society, their emotional passion for music. - sincerity, musical feeling, emotional fine-tuning of the sound of music, acquisition of knowledge, habituation (dagdi), education of employability, listening to music, etc., are important in education of aesthetic taste.

The meaningfulness of developing the cognitive and creative abilities of future music teachers is directly related to the correct organization of the educational process and the design of educational subjects.

To do this, 1) restore the acquired knowledge in memory; 2) application of acquired knowledge in practical activities, including design of a person-oriented educational process, selection of creative assignments for the purpose of mental development of students; 3) such as being able to apply acquired knowledge in non-standard situations. [5]

In our opinion, it would be appropriate if the process of monitoring the level of development of cognitive and creative abilities of future music teachers is organized in compliance with a number of requirements. They are: 1. Orientation of the monitoring process to the specified goal;. 2. Planned implementation of the monitoring process; in this case, before the start of monitoring, it is appropriate to define specific tasks, identify indicators, shortcomings, ways to eliminate errors, and plan expected results. 3. Monitoring is an independent activity; the development of independent creative thinking skills in students is ensured when designing the educational process. 4. Observation is a natural pedagogical process; it should be done on the basis of analysis of musical ability, interest, activities. 5. Consistency of the monitoring process; it is necessary to systematically implement the dynamics of the development of students' skills related to the design of the educational process.

In conclusion, the development of cognitive and creative abilities of future music teachers is very comprehensive and requires the teacher to have the ability to use various forms and methods of education in the educational process, and to have the ability to solve various pedagogical problems in constantly changing conditions. The creative nature of the art of music creates great opportunities for the manifestation of the creativity of a music teacher: performance, interpretation of musical works, pedagogical improvisation, etc. A wide range of professional activities of the future music education teacher requires appropriate preparation, formation of multifaceted professional (musical and pedagogical) knowledge and skills.

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